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ABSTRACT

The primary goal of the project described in this monograph was to develop a competency-based training program for the preparation of school-community council members. A secondary goal was that this training program be generalizable to other educational institutions and agencies that utilize advisory councils. Interviews with 16 school staff and community council members and a literature search resulted in the specification of approximately 35 competencies. Each competency statement was analyzed into a series of behaviorally-stated objectives. These objectives were then used as the basis for designing the instructional activities organized in five reasonably independent comprehensive modules on the topics of problem-solving, communicating, evaluating, parliamentary procedures, and training in planning school-community workshops. Each module is organized around one or more competency statements accompanied by two or more behaviorally-stated objectives. A variable number of enabling activities are specified for every objective along with evaluation criteria for assessment of trainee performance. (Author/MLF)

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COMPETENCY BASED EDUCATION TRAINING PROGRAM FOR LOCAL SCHOOL-COMMUNITY COUNCILS

A MONOGRAPH, VOLUME I

Burnis Hall, Jr. &
Eleanor I. Barnwell

EA 012 518

COMPETENCY-BASED TRAINING PROGRAM
FOR LOCAL SCHOOL-COMMUNITY COUNCILS

FINAL REPORT - VOLUME I

U.S.O.E.

G007804718

September 15, 1978 - September 14, 1979

A PROJECT

OF THE

DIVISION OF ADMINISTRATIVE AND ORGANIZATIONAL STUDIES

COLLEGE OF EDUCATION

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Competency-Based Training Program

For Local School-Community Councils

Developed pursuant to Contract No. G007804718 under the direction of Burnis Hall, Jr., Ed.D., College of Education, Wayne State University. Funded by the U.S. Office of Education under Title IV, Section 405 of the Education Aments of 1974 (P.L. 93-380) "Community Schools Act" for the interim period September 15, 1978 to September 14, 1979.

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September, 1979

ABSTRACT

The College of Education at Wayne State University, in collaboration with the Detroit Public School System, sought and was awarded a U.S.O.E. community education grant: 1) to identify competencies essential to the successful performance of a community council member; and 2) to plan, design, implement and evaluate a pilot training program for council members that was derived from, and linked to, specified competencies.

Two techniques were employed to engender a primary pool of competency statements. First, 16 school staff members and community council members from Region One were interviewed. The interviewees included eight council members/community leaders, two building principals, two school-community agents, the former region superintendent, the present region superintendent, the former central deputy superintendent for school community relations, and the former director of the Great Cities School Improvement Project. The interviewees were individuals who intuitively could be assumed knowledgeable of the role of the school-community council member.

Second, an extensive literature search was initiated through the ERIC system. Projects relevant to the broad spectrum of school-community council functions and related training programs were reviewed and a supportive library search using a variety of indexes followed.

These interviews and literature reviews resulted in the specification of approximately 35 competencies. Each competency statement was analyzed into a series of behaviorally-stated objectives. These objectives were then used as the basis for designing the instructional activities constituting a module. One unforeseen by-product of the specification process was the discovery that despite the derived independence of the 35 competency statements, once their training intent has been analyzed to the behavioral objective level, some degree of overlap and redundancy became apparent. Where this potential duplication of training was detected, modules were reorganized and/or integrated. The result of this procedure was the final group of five reasonably independent comprehensive modules. Hence, instructional materials were developed for the following five module topics: Problem-solving; Communicating; Evaluating; Parliamentary Procedures; and Training in Planning School-Community Relations Workshops. Each module is organized around one or more competency statements accompanied by two or more behaviorally-stated objectives. A variable number of enabling activities are specified for every objective along with evaluation criteria for assessment of trainee performance.

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CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

The results of the research, planning and training conducted during the first year of the competency-based training project for community councils, funded by the Division of Community Education Program, Bureau of Occupational and Adult Education, U.S.O.E., are reported in this document. The scope of the project will be discussed with major emphasis given to the case study data analysis (see Volume II) and to a comprehensive description of the council training program (i.e., Volume I).

Project Goals

The primary goal of this project was to develop a competency-based training program for the preparation of school-community council members. A secondary goal was that this training program be generalizable to other educational institutions and agencies that utilize advisory councils. More specifically, the objectives of this project are:

1. To describe the development of School-Community Councils in Region One, Detroit Public Schools.
2. To identify and analyze forces which influenced the development of these councils.
3. To identify essential competencies through the analysis of the school-community council member role(s) over an 18-year period.
4. To plan and design a training program for council members derived from, and linked to, specified competencies.

5. To train a cadre of trainers (30 council members from Regions One, Five, and Eight) to deliver the training program.

6. To develop assessment procedures for measuring the acquisition of specified competencies.

The six major aspects of the project listed above have been approached by incorporating the following features into the processes employed by the project.

Features related to the structure of the training program are:

1. The training activities will be based on specific competencies rather than on general descriptions of content to be taught.

2. The competencies will be identified systematically through empirical research rather than based on assumptions.

3. The training program will be organized around instructional modules based on the identified competencies. The modules will be designed for maximum generalization to other advisory council training programs.

PROJECT ACTIVITIES

For purposes of planning, project activities were organized under five major activities. The activities were then grouped according to related functions and placed in a time frame geared to the relationship of the tasks involved.

Phase I. This project period (September to December, 1978) was called the research phase, for the investigator utilized an historical case study procedure and interviews with selected persons to identify competencies intended to represent the curriculum in the training program.

Phase II. During the second project phase (January to June, 1979) each competency statement was defined operationally through the delineation of behaviorally-stated objectives. Once this was accomplished, the tasks of planning, designing, and implementing the training program were initiated.

Phase III. The third and final phase (June to September, 1979) of the project was used to evaluate the effectiveness of the training program and disseminate training materials.

Competency Research Phase

The initial task in the development of a competency-based training program was the generation of an item pool of competencies. Two techniques were employed to engender a primary pool of competency statements. First, 16 school staff members and community council members from Region One were interviewed. The interviewees included eight council members/community leaders, two building principals, two school-community agents, the former region superintendent, the present region superintendent, the former central deputy superintendent for school-community relations, and the former director of the Great Cities School Improvement Project. The interviewees were individuals who intuitively could be assumed knowledgeable of the role of the school-community council member.

The interviews were informal but structured into four stages:

1. establishing a rapport
2. preliminary structuring
3. introduction to project
4. selection of competency statements

Interviews were recorded via audio tape, transcribed, and returned to the interviewees for verification of accuracy.

Second, an extensive literature search was initiated through the ERIC system. Projects relevant to the broad spectrum of school-community council functions and related training programs were reviewed, and a supportive library search using a variety of indexes followed.

These interviews and literature reviews resulted in the specification of 63 competencies.

FIGURE 1

FIVE DEVELOPMENT FUNCTIONS

Sept. - Dec., 1978	Nov. - Dec., 1978	Jan. - Mar., 1979	April - June, 1979	June - Sept., 1979
Historical Case Study and Data Analysis	Competency Generation and Organization	Instructional Package Design and Development	Training Program	Evaluation and Dissemination
PHASE I		PHASE II		PHASE III

PILOT STUDY

The purpose of the pilot study was to refine the 63 competencies, identify problems related to the competency statements, and to rank each competency according to its importance in carrying out the role of a council member. An attempt was made to write each statement at a uniform level of specificity. Attention also was given to including competencies in the pilot study/needs assessment representative of the universe of items.

Instrument Design

The pilot study instrument was comprised of the 63 competency statements. Respondents were asked to rate each competency statement on importance to community council members. The instructions were stated as follows:

> Instructions
>
> Rank each competency according to its importance in carrying out the role of a community council member. Consider your region as the setting in which this person would be serving. Mark your ranking of the importance of each item according to the following criteria:
>
> VI - Very Important
> MI - Moderately Important
> SI - Slightly Important
> SU - Somewhat Unimportant
> DU - Definitely Unimportant

A supplemental form soliciting specific comments and suggestions on individual items was attached to the questionnaire. Respondents were asked to address their comments to items needing revision and to the comprehensiveness of the total instrument.

Selection of Subjects

Seventy-five community council members and 48 professional staff members from Regions One, Three, Five, and Eight, Detroit Public Schools, were selected as subjects for the pilot study (total N=123). Subjects were selected because they were knowledgeable of the role of the community council member and were available to complete the competency questionnaire.

Forty-eight questionnaires were mailed by the School-Community Administrator in each of the above regions to selected region staff members (i.e., region superintendent, assistant region superintendents, principals, community agents and community assistants). Seventy-five council members/council chairpersons and region board members completed the questionnaire at a regular region board meeting or an "extended" region board meeting. A total of 123 questionnaires were distributed and 115 returned for a return rate of 93%.

Analysis

The analyses of data from the pilot study were restricted to descriptive statistics on consensus and interpretation of feedback regarding specific items. No tests of statistical significance between sub-groups were applied.

The mean, standard deviation, and variance for the importance ratings were calculated for each item. Higher mean values represented greater importance. Out of a possible range of 0 to 4, the range of means was 2.30 to 3.97. The variance for each item was used as a measure of consensus. Lower variances represented greater agreement among respondents. The observed range of variances was 0.03 to 1.84.

As shown in Table 1, the mean importance ratings on 28 items (44.4%) was 3.50 or higher and thus within the Very Important category. Thirty-four items (54%) had mean ratings of 2.50 to 3.49. The weighted averages of these items were within the Moderately Important category. The remaining item (1.6%) received a mean rating of 2.30 which placed it in the Slightly Important category.

On 54 items (86%), at least 50% of the responses were in the Very Important category. The remaining nine items were placed in other categories, but for no item did a category other than Very Important obtain as much as 50% of the responses.

Subjective Feedback

The rankings and narrative comments supplied by respondents proved exceedingly helpful in making decisions on items in need of revision or deletion. The item revisions included:

TABLE I

DISTRIBUTION OF ITEMS BY MEAN IMPORTANCE SCORES

Category	Mathematical Limits of Categories	Frequency	Percent
Very Important	3.50 - 4.00	28	44.4
Moderately Important	2.50 - 3.49	34	54.0
Slightly Important	1.50 - 2.49	1	1.6
Somewhat Unimportant	0.50 - 1.49	0	0
Definitely Unimportant	0 - 0.49	0	0

1. The rewording of ten competency statements to make them more precise.
2. The elimination of eight items redundant of other items.
3. The combination of 32 items with similar content and similar importance ratings.

The major result of the pilot study was the identification and ranking of a final list of 35 competency statements (see Table II).

TABLE II

COMPETENCY-BASED TRAINING PROGRAM FOR COMMUNITY COUNCILS

Needs Assessment

INSTRUCTION: Rank each competency according to its importance in carrying out the role of a community council member. Consider your region as the setting in which this person would be serving. Mark your ranking of the importance of each item according to the following criteria:

VI - Very Important
MI - Moderately Important
SI - Slightly Important
SU - Somewhat Unimportant
DU - Definitely Unimportant

A COMMUNITY COUNCIL MEMBER SHOULD BE CAPABLE OF . . .	Circle One				
1. Understanding the Regions' council philosophy, structure and processes (e.g., What is a community council? Purpose, responsibilities and powers of councils. Appeal procedures, etc.)	VI	MI	SI	SU	DU
2. Developing and using criteria for selecting council chairpersons	VI	MI	SI	SU	DU
3. Functioning as a chairperson	VI	MI	SI	SU	DU
4. Assisting council members in working together and helping them understand that in unity there is strength	VI	MI	SI	SU	DU
5. Assessing his own commitment, knowledge and skills as a community council member (i.e., self-appraisal)	VI	MI	SI	SU	DU
6. Making oral reports of council and committee actions	VI	MI	SI	SU	DU
7. Conducting and participating in council meetings	VI	MI	SI	SU	DU
8. Using decision-making and problem-solving techniques for improving council effectiveness	VI	MI	SI	SU	DU
9. Explaining the structure of the region (job responsibilities, lines of authority, power structure, lines of communication)	VI	MI	SI	SU	DU
10. Understanding the grade structure and organization of a school	VI	MI	SI	SU	DU

Marking Key: VI - Very Important
MI - Moderately Important
SI - Slightly Important
SU - Somewhat Unimportant
DU - Definitely Unimportant

A COMMUNITY COUNCIL MEMBER SHOULD BE CAPABLE OF . . . Circle One

11. Analyzing, critically, the school's philosophy, operations, and sources of funding VI MI SI SU DU

12. Assisting the council in improving its relationship with the region staff, region board and central board of education VI MI SI SU DU

13. Helping parents and community people communicate and work with the school staff VI MI SI SU DU

14. Identifying school policies which should be changed to allow greater parent participation in school decision-making VI MI SI SU DU

15. Developing procedures and strategies for increasing community interest and participation in council activities VI MI SI SU DU

16. Evaluating the effectiveness of council interaction with local school and region staff VI MI SI SU DU

17. Serving as an advisor to administrators regarding curriculum needs and changes VI MI SI SU DU

18. Evaluating and selecting instructional materials VI MI SI SU DU

19. Supporting school programs VI MI SI SU DU

20. Developing a plan of action for evaluating school programs VI MI SI SU DU

21. Identifying problems, selecting the best possible solutions and evaluating the results VI MI SI SU DU

22. Identifying and concentrating on issues and policies rather than personalities VI MI SI SU DU

23. Solving specific problems such as student safety and fighting VI MI SI SU DU

24. Communicating with state department personnel (legislators, state bd.) regarding the local school program (e.g., decentralization) VI MI SI SU DU

Marking Key: VI - Very Important
MI - Moderately Important
SI - Slightly Important
SU - Somewhat Unimportant
DU - Definitely Unimportant

A COMMUNITY COUNCIL MEMBER SHOULD BE CAPABLE OF . . . Circle One

25. Understanding and using rumor control techniques VI MI SI SU DU

26. Electing representatives to a planning group and then going through the planning process VI MI SI SU DU

27. Developing a plan of action to evaluate the performance of teachers and principals VI MI SI SU DU

28. Participating in the selection of teachers and principals, consistent with contractual agreements VI MI SI SU DU

29. Communicating effectively the need for funding of council-related projects VI MI SI SU DU

30. Interpreting information about federal and state funded projects VI MI SI SU DU

31. Identifying and using community leadership VI MI SI SU DU

32. Securing community understanding and involvement in determining and prioritizing student needs VI MI SI SU DU

33. Assessing council organizational patterns and functions in Region One and other regions to identify areas needing revision VI MI SI SU DU

34. Obtaining and assessing information for accuracy and completeness VI MI SI SU DU

35. Conducting fund raising activities VI MI SI SU DU

Cluster Analysis

The next phase of our competency research effort was the clustering of the 35 competencies into related units to facilitate module development.

Based on the review of the literature and the interviews conducted during the process of generating competency statements, the project staff identified five functions which appeared to be central to the role of a community council member. The categories of the Function Dimension were defined as follows:

Advising: Those competencies relating to assisting persons by providing information and sharing ideas intended to help in decision making, the solution of a particular problem, or the improvement of a particular practice.

Communicating: Those competencies related to assisting in communication between and among groups and securing support and assistance from others.

Problem Solving: Those competencies which involve identifying and analyzing problems and programs, developing policies, organizing activities, and translating information into plans of action.

Evaluating: Those competencies related to exploring current conditions, assessing the felt needs of school and community, analyzing processes and programs.

Training: Those competencies relating to planned activities or procedures aimed at developing particular skills and/or understandings on the part of council members (e.g., meeting techniques, problem-solving techniques, etc.)

It was also felt that these functions were generic to at least seven areas of responsibility for council members. The seven areas of responsibility were:

Budget and Finance: Those competencies related to activities aimed at influencing the expenditure of funds under local school control and interpreting the financial needs of the local school.

Building and Plant Utilization: Those competencies related to insuring physical plant, equipment, etc. adequately meet educational needs and are utilized to its maximum potential.

Curriculum: Those competencies related to insuring that teaching materials and resources are consistent with school and community needs.

Personnel: Those competencies which involve participating in the interview, selection, and termination of local school personnel.

Political Actions: Those competencies which primarily focus on neighborhood problems (e.g., housing, drugs, crime, etc.) offering both advice and direct assistance in seeking solutions.

School-Community Relations: Those competencies which focus on the interaction between school and community, interpersonal relations, council serving as a mediator.

Student Activities: Those competencies related to establishing disciplinary procedures governing students, insuring that interesting, diversified activities are available for students.

Viewing each of the five functions as generic to each of the seven areas of responsibility, yields the 5 x 7 matrix shown in Figure 1. In order to identify each competency statement by its Function and Areas of Responsibility in the matrix, five judges with expertise in community education were selected to apply a modified Q-sort technique to cluster the 35 competencies. The judges included two professors of educational administration (directors of community education centers), one school-community administrator, and two community school directors.

An item was placed in a cluster if any of the five judges placed it in the particular cell on both the Function and Areas of Responsibility dimensions. For example, an item placed in the Advising/Budget and Finance cluster received one or more votes in the Function dimension of Advising and one or more votes in the Area of Responsibility dimension of Budget and Finance.

It is these clusters of competencies that we used to identify our modules. That is, as a function of this clustering process, we anticipated the development of a minimum of 35 instructional modules to train community council members. As it turned out, however, 16 cells in our Function/Areas of Responsibility matrix did not have any competencies assigned to them. Figure 1 gives the results of the clustering process. Because 16 of the cells did not have any competencies assigned to them, our module development activities concentrated initially on the 19 cells in the matrix which did have competencies assigned. Inspection of Figure 1 also indicated that 24 competency statements (69%) were encompassed in only seven matrix cells (20%). It would appear that these training dimensions must be considered of disproportionately high priority in designing the training program, i.e., training/school-community relations, problem solving/school-community relations, evaluating/school-community relations, communicating/school-community relations, communicating/political actions, training/political actions, communicating/budget and finance. Of course, each of the numbers listed in the various cells in Figure 1 refers to one of the competency numbers.

FIGURE 2

AREAS OF RESPONSIBILITY

FUNCTIONS	Budget and Finance	Building Plant Utilization	Curriculum	Personnel	Political Actions	School Community Relations	Student Activities
Advising			17	28			23
Communicating	29, 30		19	13	12, 24	25, 6	
Problem Solving	35		20	27		15, 21, 22, 26, 34	
Evaluating	11		18			8, 14, 16	32
Training			10		4, 9	1, 2, 3, 5, 7, 31, 33	

Behavioral Objectives

Each competency statement was analyzed into a series of behaviorally-stated objectives. These objectives were then used as the basis for designing the instructional activities constituting a module (see Table III).

One unforeseen by-product of the specification process was the discovery that despite the derived independence of the 35 competency statements, once their training intent had been analyzed to the behavioral objective level, some degree of overlap and redundancy became apparent. Where this potential duplication of training was detected, modules were reorganized and/or integrated. The result of this procedure was the final group of five reasonably independent comprehensive modules which are currently in various stages of development. The five module topics for which we are developing training packages are:

1. . . . PROBLEM SOLVING/SCHOOL-COMMUNITY RELATIONS
   PROBLEM SOLVING/CURRICULUM
2. . . . COMMUNICATING/SCHOOL-COMMUNITY RELATIONS
   COMMUNICATING/POLITICAL ACTIONS
3. . . . EVALUATING/SCHOOL-COMMUNITY RELATIONS
   EVALUATING/CURRICULUM
4. . . . PARLIAMENTARY PROCEDURES
5. . . . PLANNING SCHOOL-COMMUNITY RELATIONS WORKSHOPS

Each module is organized around one or more competency statements accompanied by two or more behaviorally-stated objectives. A variable number of enabling activities are specified for every objective along with evaluation criteria for assessment of trainee performance.

TABLE III

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
ADVISING	17. Serving as an advisor to administrators regarding curriculum needs and changes	a. The council member will be able to function in an advising role to administrators advising on curriculum needs and changes. b. He/she will list and describe community priorities.
	28. Participating in the selection of administrators and school service assistants consistent with contractual agreements.	a. Given five selection criteria and having generated five additional selection criteria, the council member will use the ten criteria to evaluate one employment file. b. Given five interview questions and having generated five additional interview questions, the council member will rank the ten questions for the selection of the candidate.
	23. Solving specific problems such as student safety and fighting	a. Using a brainstorming technique to generate problems, the council member will identify one crucial student problem. b. Given a crucial student problem, the council member will be able to apply a seven-step problem-solving technique.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
COMMUNICATING	29. Communicating effectively the need for funding of council related projects	a. Given information on funding sources, the council member will apply to two sources for funding.
	30. Interpreting information about federal and state funded projects	a. Given the guidelines for Title I and for Article III and given synonymous statements to parts of the guidelines, the council member will match the part of the guidelines with the synonymous statement.
	19. Supporting school programs	a. Given attendance of school system workshops, a discussion on community experiences, and a list of six programs, the council member will be able to select two programs related to his/her community experiences and to information acquired at the attended workshops. b. Given two selected programs, the council member will generate three alternative ways to support each program.
	13. Helping parents and community people communicate and work with the school staff	a. The council member will be able to list and describe five activities which encourage parents' and community members' attendance at council meetings.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
COMMUNICATING	12. Assisting the council in improving its relationship with the region staff, region board and central board of education	a. The council member will describe three persuasion techniques that encourage members to attend council meetings, region board meetings, central board meetings, so that members in addition to their own group meeting will attend the meetings of the other two groups.
	24. Communicating with state department personnel (legislators, state board) regarding the local school program (e.g., decentralization)	a. Given a problem and four communication procedures (telephone, letter, petition, face-to-face contact), the council member will select a feasible communication procedure to contact state department personnel. b. Given a problem and five examples of letter forms, the council member will select a letter form and modify it to reflect concerns relating to the problem. c. Given a problem and a format of a telephone conversation, the council member will be able to adapt the format and list three major concerns in a simulated telephone conversation. d. (1) Given a problem, the council member will be able to design a petition which: (a) states the problem (b) provides space for signatures and addresses of addressees. (2) He/she will request five council members to complete the petition. e. Given a problem, the council member will participate in a triad procedure to communicate the problem and to verify the accuracy of the communication.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
COMMUNICATING	25. Understanding and using rumor control techniques	a. Given a rumor, the group will use a brainstorming technique to generate ten methods of gathering information pertaining to the rumor. b. Given ten methods of gathering information on a rumor, the group will prioritize the ten methods using feasibility as a ranking criteria.
	6. Making oral reports of council and committee actions	a. Given an attended council meeting, the council member will be able to describe council actions in a five-minute report which he/she delivers publicly at a simulated council meeting.
PROBLEM SOLVING	35. Conducting fund raising activities	a. Given a list of regional and school policies and a simulated fund-raising project, the council member will be able to discern whether activities in the project are not in violation of regional and school policies.
	20. Developing a plan of action to evaluate school programs	a. Given a list of 15 criteria to evaluate a school program, the council member will use ten criteria to rate the effectiveness of the school program.
	27. Developing a plan of action to evaluate the performance of principals and teachers	a. Given a list of ten criteria to evaluate the performance of principals and paraprofessionals and a simulated situation, the council member will be able to evaluate the performance of principals and paraprofessionals in that situation using at least five of the listed criteria.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
PROBLEM SOLVING	15. Developing procedures and strategies for increasing community interest and participation in council activities	a. Given a list of activities that increase community participation, the council member will be able to design an activity process stating the purpose, procedures and resources to be utilized in the activity.
	21. Identifying problems, selecting the best possible solutions and evaluating the results	a. Given a simulated problem situation, the council member will be able to identify the problem, to generate at least three solutions and two criteria for evaluating the suggested solutions.
	22. Identifying and concentrating on issues and policies rather than personalities	a. Given a group discussion on a controversial issue, the council member will upon observation of group discussion differentiate between council members discussing issues/policies and council members discussing personalities.
	26. Electing representatives to planning group and then going through the planning process	a. Given a discussion of five election procedures and a simulated council election, the council member will apply one of the election procedures in the council election. b. Given a discussion of five-step planning procedure, the council member will be able to apply the procedure in a simulated situation to achieve a council plan.
	34. Obtaining and assessing information for accuracy and completeness	a. Given a survey instrument, the council member will conduct a survey, distribute a questionnaire, tabulate the data, and draw three conclusions from the data.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
EVALUATING	11. Analyzing critically the school's philosophy, operations, and sources of funding	a. The council member will generate ten qualities of a good school and estimate the presence of these qualities in an existing school.
	8. Using decision-making and problem-solving techniques for improving council effectiveness	a. The council member will be able to list in sequence the seven steps of a problem-solving technique. b. He/she will be able to generate three problem situations and apply the seven-step problem-solving technique to two of these.
	14. Identifying school policies which should be changed to allow greater parent participation in school decision making.	a. Given a list of written policies regarding parent participation, the council member will be able to compare the written policy statement to existing practice within the school and region.
	16. Evaluating the effectiveness of council interaction with local school and region staff	a. With the assistance of school staff, the council member will be able to generate ten criteria to evaluate the interactions of the council, local school, and region staff.
	32. Securing community understanding and involvement in determining and prioritizing student needs	a. In a school-community project, the council member having received data on student needs will utilize newsletters, telephone chains, workshops to inform the community about the student needs. b. Given newsletter, telephone chain, and workshop data on student needs, the council member will compile the data on community reaction to student needs.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
EVALUATING	18. Evaluating and selecting instructional materials	a. Given a list of ten criteria to evaluate instructional materials, the council member will be able to evaluate an instructional product using at least five of the above criteria.
TRAINING	10. Understanding the grade structure and organization of a school	a. The council member will be able to reproduce the grade organization of elementary, middle and high school. b. Given a list of job responsibilities and a list of school staff, the council member will be able to match the staff member with the appropriate job responsibility.
	4. Assisting council members in working together and helping them understand that in unity there is strength	a. The council member will be able to recall and describe two team building activities that help the group to work together towards goal attainment. b. He/she will apply activities such as adhering to council decisions, developing good relationships with the group, making community members feel important in a simulated council meeting.
	9. Explaining the structure of the region (job responsibilities, lines of authority, power structure, lines of communication)	a. Given a list of job descriptions and a list of job responsibilities in the region, the council member will be able to match the job with the appropriate responsibility. b. Given a list of authority levels, the council member will be able to rank the authority levels in hierarchial order.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
TRAINING	1. Understands the region's council philosophy, structure and processes (e.g., What is community council? Purpose, responsibilities and powers of councils? Appeal procedures, etc.)	a. Given a list of 30 objectives, the council member will select the 11 objectives that are functions of the council.
	2. Developing and using criteria for selecting council chairpersons	a. The council member will identify and describe desirable qualities of an effective chairperson and he/she will use these qualities to select a chairperson.
	3. Functioning as a chairperson	a. The council member will be able to function as a chairperson of a group in a simulated council meeting. b. The council member will be able to conduct a simulated orderly council meeting during which he/she uses parliamentary procedures, delegates responsibility, and involves a majority of members in council discussions.
	5. Assessing his own commitment, knowledge and skills as a community council member (i.e., self-appraisal)	a. Given a self-assessment instrument measuring strengths and weaknesses, the council member will be able to interpret the scores. b. Given a list of activities, he/she will select those that improve his competency as a council member and apply those activities in the council workshop.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
TRAINING	7. Conducting and participating in council meetings	a. The council member will participate in a council meeting during which he/she demonstrates his/her ability: to listen to others--assimilating their information; to express opinions; and to adhere to parliamentary procedures.
	31. Identifying and using community leadership	a. The council member will identify one opinion leader in the community. b. He/she will contact the opinion leader and obtain names of other opinion leaders from the contacted leader. c. Given a school-community problem and a list of techniques to involve opinion leaders, the council member will select the most practical technique for his/her community person.
	33. Assessing council organizational patterns and functions of Region One and other regions to identify areas needing revision	a. Given a discussion of council structures, the council member will identify four ways of structuring councils.

CHAPTER II

TRAINER'S MANUAL
FOR
CBE WORKSHOP

COMPETENCY-BASED EDUCATION:
LEADERSHIP TRAINING PROGRAM
FOR COMMUNITY COUNCIL MEMBERS

Developed by
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College of Education
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U.S. Department of Health,
Education and Welfare
U.S.O.E. - Office of
Community Education

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PARTICIPANT'S NAME: ______________________________

PARTICIPANT'S ADDRESS: ___________________________
____

PARTICIPANT'S REGION: ____________________________

OVERVIEW AND OBJECTIVES

CBE Leadership Training Program

The Competency-Based Leadership Training Program for Community Council members is being sponsored by Wayne State University and a grant from the U.S. Office of Education--Community Education Program. The major objectives of the program are:

1. To identify competencies essential to the successful performance of a community council member.
2. To plan and design a training program for council members derived from and linked to specified competencies.
3. To train a cadre of trainers (30 council members) to deliver the training program.
4. To develop assessment procedures for measuring the acquisition of specified competencies.

Basic Assumptions Underlying the Training Program

Most significant learning takes place:

1. When learning is acquired through doing.
2. When subject matter is perceived by the learner as having relevance for his own purposes.
3. When learning is facilitated by active and responsible student participation in the learning process.
4. When learning involves the whole person--feelings as well as intellect.
5. When self-criticism and self-evaluation are built into the learning process.

CBE Leadership Workshop Objectives

During the five days of training (i.e., four hours per day, a total of 20 hours), participants will have opportunities to share knowledge and skills involved in problem-solving, evaluating, needs assessment, goal setting, communicating, parliamentary procedures and designing leadership workshops. The 20 hours of training, reinforced by reference materials, will provide participants opportunities to master some of the basic skills necessary for successful performance as council members.

When the participant has mastered all the procedures and materials, he/she should be able to:

1. List in sequence the five steps of a problem-solving procedure and apply the procedure to one problem situation.

2. Use selected self-assessment instruments for identifying strengths and weaknesses.

3. Generate three problem situations and apply a three-step evaluation procedure to one of these.

4. List and describe five activities which encourage parent and community member attendance at council meetings/activities.

5. Use two [illegible]ication procedures (e.g., letters and petitions) for lobbying state and federal officials.

6. Conduct an orderly council meeting (simulated) during which he/she uses parliamentary procedures, delegates responsibility and involves a majority of members in council discussions.

7. Design a "back home" leadership workshop which includes the purpose, materials, procedures and resources.

The materials in this manual are not designed as mandatory or all-inclusive procedures for training community council members, but they will provide participants with essential skills for successful performance as council members.

TRANSPARENCIES
FOR
INTRODUCTION AND OVERVIEW

PROGRAM OBJECTIVES

1. TO IDENTIFY COMPETENCIES ESSENTIAL TO THE SUCCESSFUL PERFORMANCE OF A COMMUNITY COUNCIL MEMBER.
2. TO PLAN AND DESIGN A TRAINING PROGRAM FOR COUNCIL MEMBERS DERIVED FROM AND LINKED TO SPECIFIED COMPETENCIES.
3. TO TRAIN A CADRE OF TRAINERS (30 COUNCIL MEMBERS) TO DELIVER THE TRAINING PROGRAM.
4. TO DEVELOP ASSESSMENT PROCEDURES FOR MEASURING THE ACQUISITION OF SPECIFIED COMPETENCIES.

BASIC ASSUMPTIONS UNDERLYING THE TRAINING PROGRAM

MOST SIGNIFICANT LEARNING TAKES PLACE:

1. WHEN LEARNING IS ACQUIRED THROUGH DOING.
2. WHEN SUBJECT MATTER IS PERCEIVED BY THE LEARNER AS HAVING RELEVANCE FOR HIS OWN PURPOSES.
3. WHEN LEARNING IS FACILITATED BY ACTIVE AND RESPONSIBLE STUDENT PARTICIPATION IN THE LEARNING PROCESS.
4. WHEN LEARNING INVOLVES THE WHOLE PERSON--FEELINGS AS WELL AS INTELLECT.
5. WHEN SELF-CRITICISM AND SELF-EVALUATION ARE BULIT INTO THE LEARNING PROCESS.

CBE LEADERSHIP WORKSHOP
OBJECTIVES

WHEN THE PARTICIPANT HAS MASTERED ALL THE PROCEDURES AND MATERIALS, HE/SHE SHOULD BE ABLE TO:

1. LIST IN SEQUENCE THE FIVE STEPS OF A PROBLEM-SOLVING PROCEDURE AND APPLY THE PROCEDURE TO ONE PROBLEM SITUATION.

2. USE SELECTED SELF-ASSESSMENT INSTRUMENTS FOR IDENTIFYING STRENGTHS AND WEAKNESSES.

3. GENERATE THREE PROBLEM SITUATIONS AND APPLY A THREE-STEP EVALUATION PROCEDURE TO ONE OF THESE.

4. LIST AND DESCRIBE FIVE ACTIVITIES WHICH ENCOURAGE PARENT AND COMMUNITY MEMBER ATTENDANCE AT COUNCIL MEETINGS/ACTIVITIES.

5. USE TWO COMMUNICATION PROCEDURES (E.G., LETTERS AND PETITIONS) FOR LOBBYING STATE AND FEDERAL OFFICIALS.

6. CONDUCT AN ORDERLY COUNCIL MEETING (SIMULATED) DURING WHICH HE/SHE USES PARLIAMENTARY PROCEDURES, DELEGATES RESPONSIBILITY, AND INVOLVES A MAJORITY OF MEMBERS IN COUNCIL DISCUSSIONS.

7. DESIGN A "BACK HOME" LEADERSHIP WORKSHOP WHICH INCLUDES THE PURPOSE, MATERIALS, PROCEDURES, AND RESOURCES.

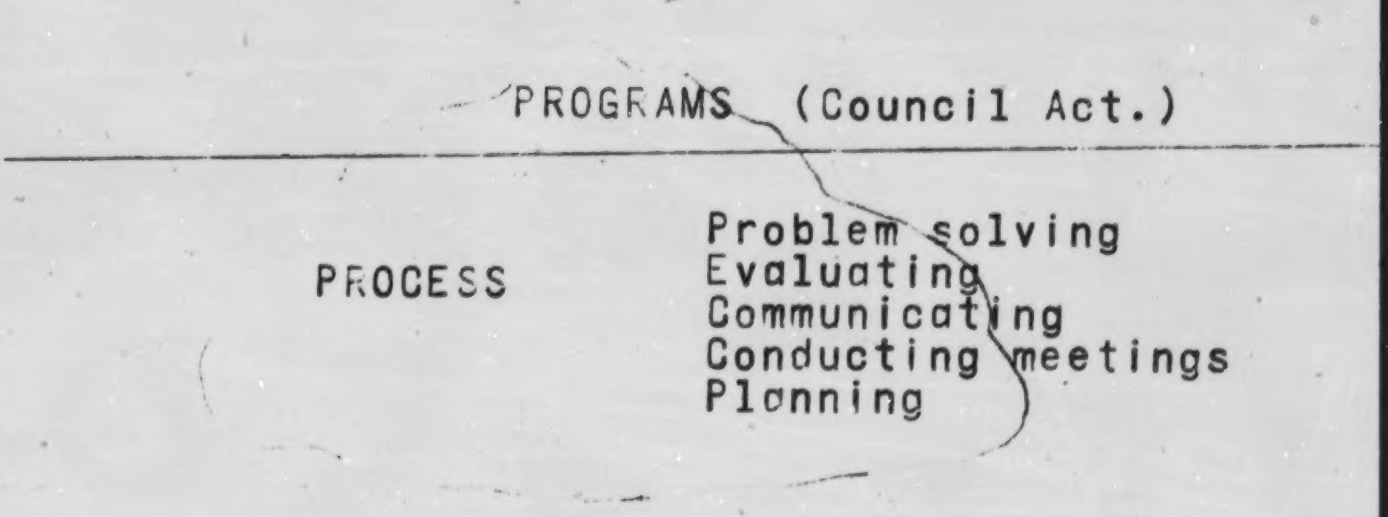
CHINESE PROVERB:

- TO HEAR IS TO FORGET

- TO SEE IS TO REMEMBER

- TO DO IS TO UNDERSTAND

THE ICEBERG ANALOGY


PROGRAMS (Council Act.)
PROCESS
Problem solving
Evaluating
Communicating
Conducting meetings
Planning

The iceberg is a massive chunk of ice, but mariners know that only the tip of the iceberg is showing and that the tip represents only a small portion of the whole

OPENING SESSION:

PROBLEM SOLVING

CBE WORKSHOP

Competency-Based Education:

Leadership Training for Community Council Members

Day 1

Problem-Solving
Team Building
Self-Assessment

Workshop Schedule

1:00 - 1:15	Registration (Sign-in, Name tags; Refreshments; Browsing; Distribution of Notebooks)
1:15 - 1:30	Introductions Project Overview Brief History of Community Councils Plan for the Day
1:30 - 2:15	Limericks: Getting Acquainted Exercises Problems and Skills Identification
2:15 - 3:00	Individual Self-Assessment
3:00 - 3:15	Break
3:15 - 4:50	Five-Step Community Problem-Solving Procedure Practice in Problem-Solving
4:50 - 5:00	Workshop Evaluation and Closing

MODULE GOALS

This module is designed to assist you in reviewing the goals and activities of the CBE Workshop, as well as identifying skills important for an effective council member. The module will teach you a problem-solving procedure and provide opportunities for practicing the procedure.

MODULE PERFORMANCE OBJECTIVES

Upon completion of this module, you should be able to:

1. List in sequence the five steps of a problem-solving procedure and apply the procedure to a problem situation.
2. Recall and describe two team-building activities that will help the council work together toward goal attainment.
3. List authority levels and rank the authority levels in hierarchial order.
4. Select and use self-assessment instruments for identifying personal strengths and weaknesses.

LIMERICKS: GETTING ACQUAINTED*

GOALS:

1. To acquaint and involve participants with one another through nonthreatening physical activity.
2. To divide a large group into subgroups in a climate of humor and cohesiveness.

GROUP SIZE:

An unlimited number of participants, preferably divisible by five.

TIME REQUIRED:

Approximately 30 minutes.

MATERIALS:

One set of five Limericks Strips, prepared according to the Directions for Making Limericks Strips, for each five participants.

PHYSICAL SETTING:

A large room in which participants may move freely about.

PROCESS:

1. The facilitator posts a demonstration Limerick and informs the participants that each of them is to receive one line of the five-line Limerick, and that their task is to find the other four members of their Limerick group.

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*Developed by Elizabeth Racicot, Canadian International Development Agency

2. Limerick Strips are randomly distributed, and the search begins.
3. When all quintets have formed, the facilitator asks each subgroup to recite its Limerick for the entire group.
4. Subgroups are then instructed to proceed with the task that is specified on the back of their set of Limericks Strips.
5. After ten minutes, the facilitator requests that one member from each group report, in turn, on the group's discussion.

VARIATIONS:

1. Couplets or haiku can be used for smaller subgroups.
2. Prose selections, such as fables, can be used to form larger subgroups.

DIRECTIONS FOR MAKING LIMERICKS STRIPS

Each five-line Limerick (see samples following) is typed triple-spaced on a 3" x 5" card. On the reverse side of the card, the group's task is typed as follows:

> Your group's task is to discuss individuals' expectations concerning this training event. At the end of ten minutes, the facilitator will ask for a brief report on your discussion.

Each card is then cut into five strips, one Limerick line to each strip.

Old Mother Hubbard
Went to the cupboard,
To get her poor dog a bone,
But when she got there,
The cupboard was bare,
And so the poor dog had none.

Sippity sup, sippity sup,
Bread and milk from a china cup,
Bread and milk from a bright silver spoon,
Made of a piece of the bright silver moon!
Sippity sup, sippity sup,
Sippity, sippity sup.

Little Miss Muffet
She sat on a tuffet,
Eating of curds and whey;
There came a great spider,
Who sat down beside her,
And frightened Miss Muffet away.

The Lord is my shepherd; I shall not want.
He maketh me to lie down in green pastures;
He leadeth me beside the still waters.
He restoreth my soul;

He leadeth me in the paths of righteousness
   for his name's sake;
Yea, though I walk through the valley of the
   shadow of death,
I will fear no evil; for thou are with me.

TEAM BUILDING EXERCISE

QUESTIONS:

Round 1

- What kinds of skills are important for an effective council member?

Round 2

- List problems that are common to all councils.

(ICE BREAKER)

JIGSAW: FORMING GROUPS

GOALS:

1. To establish group cohesion by forming a large number of participants into groups with predetermined compositions.
2. To analyze the dynamics which inevitably occur upon the creation of task groups.

GROUP SIZE:

Unlimited. (This example is based on 30 participants who form six equal sized groups. The technique is easily adapted for various numbers of participants.)

TIME REQUIRED:

Approximately 30 minutes.

MATERIALS:

1. Six small puzzles (24-30 pieces).
2. Divide each puzzle into fifths and place into five envelopes (a total of 30 envelopes).
3. Mix envelopes to create six groups of five envelopes.

PHYSICAL ARRANGEMENTS:

A room large enough to allow six groups of five participants each to construct the six puzzles on tables.

PROCESS:

This design may be used to control the composition of groups in workshops with two or more "types" of participants, such as Blacks and Whites, students and teachers, council members and school staff.

1. Each group will receive a large envelope containing five smaller envelopes.
2. Each of the participants will receive one of the smaller envelopes which contains approximately five puzzle pieces.
3. Workshop leader should place the following ground rules on the board:

   a) participants may not talk;
   b) no participant may abandon his or her pieces;
   c) no participant may give away his or her pieces.

4. Participants are to assemble their puzzle, thereby forming groups which have cooperated on an ambiguous task.
5. Workshop leader should serve as an observer and make mental notes of the following:

   a) look uor forms of leadership;
   b) describe in terms of behaviors who did what, when, etc.;
   c) at the conclusion, share observations with small groups so that all groups can hear.

INDIVIDUAL SELF-ASSESSMENT FORM

GOALS:

1. To help a participant evaluate his/her own functioning as a community council member.
2. To clarify council member strengths and weaknesses.
3. To provide council members and workshop leaders the opportunity to examine and discuss common expectations regarding the training program.

GROUP SIZE:

Thirty participants with task groups of 5-10 people per group.

TIME REQUIRED:

Approximately 45 minutes.

MATERIALS:

1. Individual Self-Assessment Form
2. Pencils
3. Newsprint, felt-tipped marker, masking tape

PHYSICAL SETTING:

Participants should be seated comfortably for writing--where they can see the posted results.

PROCESS:

1. Before distributing the self-assessment form, give the following directions to participants:

   a. Before you complete instrument, let your body settle down. Take a deep breath. Then exhale. Let your tensions drain out of your body.

   b. As the body quiets down, imagine that your mind is peaceful too. Then reflect on the questions. Tune in to yourself. Take your time.

2. Distribute self-assessment forms and instruct participants to complete the form individually.

3. Participants are asked to work as a group (5 to 8 members) to share the areas "in need of improvement." Each group will identify and clarify common areas "in need of improvement." Each group is given 15 minutes to complete the task and record the results on newsprint. Prioritize list.

4. After completion of the task, each group selects one member to explain the group's areas that "need improvement." Newsprints are posted on the wall for discussion.

5. General discussions of the contents of the newsprint follows. Expectations are clarified.

INDIVIDUAL SELF-ASSESSMENT FORM

Directions:

1. Read through the list of skills and decide which ones you are doing all right, which ones need improvement, and which ones need improvement badly.
2. Some skills that are important to you may not be listed. Add them in the space provided.
3. After completing your ratings, go back and examine the "need improvement badly" column. Keep these items in mind. You may want to use them to determine your progress during the workshops.

SKILLS	Doing All Right	Need Improvement	Need Improvement Badly
1. I can work with the principal on curriculum needs and changes.			
2. I can help pick principals and paraprofessionals.			
3. I can help solve school and community problems.			
4. I can help plan council budget.			
5. I can help others understand information about state and federal projects.			
6. I can help select school programs worth supporting.			
7. I can help plan activities in which parents, community people and school staff work together.			
8. I can help improve relations with region board and staff and with the central board.			
9. I can write a letter to state department personnel (legislators, state board) about school programs.			
10. I can explain how to control rumors.			
11. I can make oral reports.			
12. I can help raise money.			

	Doing All Right	Need Improvement	Need Improvement Badly
13. I can help evaluate school programs.			
14. I can explain how to focus on problems rather than on personalities.			
15. I can help get more people involved in council activities.			
16. I can use a problem-solving procedure.			
17. I can tell if there is enough information, and if it is right.			
18. I can explain the steps in planning.			
19. I can explain the qualities of a "good school."			
20. I can make decisions.			
21. I can identify decisions parents want to have input in.			
22. I can determine how well council, school and region staff work together.			
23. I can plan workshops to find out community and student needs.			
24. I can explain the differences between elementary and secondary schools.			
25. I can help council members work together.			
26. I can explain differences between the region staff, school staff, and central staff.			
27. I can explain the purpose of councils.			
28. I can pick an effective council chairperson.			
29. I can conduct and take part in an orderly meeting.			
30. I can identify my strengths and weaknesses.			

	Doing All Right	Need Improvement	Need Improvement Badly
31. I can use parliamentary procedures.	______	________	________
32. I can explain how councils are organized.	______	________	________
33. ________________________________ ________________________________	______	________	________
34. ________________________________ ________________________________	______	________	________

COMMUNITY PROBLEM-SOLVING STEPS*

GOALS:

1. To build participant awareness of the various steps associated with problem-solving.
2. To encourage the actual development of a problem-solving framework which includes these steps.

GROUP SIZE:

Fifteen to thirty participants with task groups of 4-6 people per group.

TIME:

Approximately 30-45 minutes.

MATERIALS:

1. Medium-sized sheets of newsprint or butcher paper (one per small group).
2. Magic markers or crayons (one per group).
3. Specifically-prepared 3" x 5" role cards which contain various individual problem-solving steps. A complete set of five cards should be available for each person. A set consists of five cards each containing a key phrase: (1) focusing on the problem, (2) searching for alternatives, (3) selecting the best solution, (4) implementing, and (5) evaluating. On the opposite side of each key word card (other side of the 3" x 5" card), will be a definition of the step in short detail.

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*This structure experience is a variation of a John Warden Problem-Solving Exercise.

(See attached support material which can be photocopied, cut and taped to make the problem-solving cards.)

4. Clear adhesive tape for each group.

PHYSICAL ARRANGEMENTS:

1. Participants are divided into small work groups of 4-8 people.
2. Small round tables or a comfortable floor is used for working space for each group.
3. There should be ample working space between groups so that one group discussion does not interfere with another.

PROCEDURE:

1. The Workshop Leaders emphasize the importance of viewing problem solving as a step-by-step procedure. Without such a framework, people often "jump" from problem to solution without really understanding the problem or possible alternatives. Results involve very little creativity, and problems tend to assume negative connotations. This need not be the case. Through the use of a problem-solving framework, participants have the assistance of a "road map" to help guide them along the way. It not only helps insure that people don't get lost but also helps participants get started from the same place.
2. The facilitator then outlines the goals of the exercise in words similar to those outlined.

3. Participants are next divided into smaller working groups of 4-6 people. Butcher paper and magic markers are distributed to each of the groups at this time.
4. Workshop Leaders next distibute to each participant in the small group a complete set of 3" x 5" cards which have been specially prepared for the exercise. Included are five cards with phrases: (1) focusing on the problem, (2) searching for alternatives, (3) selecting the best solution, (4) implementing, and (5) evaluating. Mix these cards so that when they are distributed, they are in no particular order. On the reverse side of these cards should be a few short definitions of the terms. (See related materials for sample cards and definitions.)
5. Workshop Leaders ask each person to "get to know" each card by looking at the phrases and the definitions listed on the reverse side. Allow five minutes or so for this part of the exercise. Members may discuss with each other their own understanding of what the key words (steps) mean. Receive feedback from participants as to their readiness to proceed to the next step.
6. Workshop Leaders now explain the task as follows: "This is an exercise in establishing a problem-solving framework or sequence of steps. You each have before you five different but interrelated steps to problem solving. Your task, as a group, is first to reach an

understanding regarding the intent behind each step. Once the group has discussed all five cards, you are next instructed to lay these cards out in a sequence arranging them in some flow procedure (what leads to what). You may utilize any phrase more than once if you so desire. Take the cards and physically arrange them on newsprint and re-arrange them until the group has agreed to a problem-solving framework. You have approximately 20 minutes to complete this task. Once you have agreed upon a problem-solving framework, tape the cards to the newsprint and select a spokesperson who will explain your framework to the other groups. If you need assistance, please ask the facilitator for help."

7. Reconvene the groups and allow a representative from each group 2-3 minutes to explain their framework. As a facilitator, you may wish to compare and contrast perspectives as they emerge. Encourage participants to develop an actual framework for their own personal work habits and also a community problem-solving framework as well. If time permits, this entire exercise can be directed toward finally taking a specific problem and "running it through" the exact framework that participants have developed. This can normally take half a day or longer. Specific problem-solving tools related to each of these problem-solving steps can also be suggested (see resources section).

SPECIAL NOTES/INSTRUCTIONS:

This exercise requires advance planning in the preparation of the 3" x 5" cards listing the problem-solving steps. Actual words and definitions can be made by photocopying the attached material and taping the material to the 3" x 5" cards.

PRACTICE:

8. Round 1 - Each group will take a specific problem identified during the "get acquainted" exercise and "run it through" the exact framework that participants have developed.

   Round 2 - Each participant will select a partner from within his/her group. Partner "A" will select a problem that is "real and significant" and working together the partners will "run it through" the problem-solving procedure.

VARIATIONS:

PRACTICE:

Round 1 - Each group will take a specific problem identified during the "get acquainted" exercise and "run it through" the exact framework that participants have developed. Allow each group 3-5 minutes to explain problems and action plans.

Round 2 - Divide group into subgroups of roughly equal size keeping region teams intact. Subgroups should divide further into two equal groups and labeled teams "A" and "B." Team "A" will identify a problem that is "real and significant" and "run it through" the problem-solving procedure. Team "B" will observe, critique and give feedback to team "A" regarding the problem-solving process.

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Round 3 - Team "B" will identify a problem that is "real and significant" and "run it through" the problem-solving procedure. Team "A" will observe, critique and give feedback regarding the problem-solving process.

PROBLEM SOLVING STEPS

FOCUSING ON THE PROBLEM	RECOGNIZING THAT A PROBLEM EXISTS DECIDING WHAT WE BELIEVE TO BE THE MAIN ISSUES OF THE PROBLEM DEFINING THE PROBLEM CLEARLY STATING A GOAL (WHAT OUTCOME IS DESIRED)
SEARCHING FOR ALTERNATIVES	BRAINSTORMING ALTERNATIVE SOLUTIONS (SUGGESTING DIFFERENT WAYS TO SOLVE THE PROBLEM)
SELECTING THE BEST SOLUTION	CHOOSING FROM A LIST OF ALTERNATIVE SOLUTIONS THE BEST SOLUTION FOR TRIAL
IMPLEMENTING (ACTION PLAN)	DECIDING: 1. WHAT WILL BE DONE? 2. WHAT MATERIALS WILL BE NEEDED? 3. WHO WILL DO IT? 4. WHEN WILL IT BE DONE? (TIMELINE)
EVALUATING	DETERMINING WHETHER OR NOT THE GOALS HAVE BEEN REACHED

PROBLEM SOLVING PROCEDURE

Plan of Action

Focusing on the Problem	Searching for Alternative	Selecting the Best Solution	IMPLEMENTING			
What is the Problem?	Alternative Solutions	"Best" Solution	(What) Tasks to be Accomplished	(Who) Person Responsible	(What) Resources Needed	(When) Target Date

FORCE-FIELD ANALYSIS: INDIVIDUAL PROBLEM SOLVING*

GOALS:

1. To study dimensions of problems and to devise strategies for solving them through diagram and analysis.
2. To experience the consultative role.

GROUP SIZE:

Unlimited number of triads.

TIME REQUIRED:

Approximately 2-1/2 hours.

MATERIALS:

1. Copies of the Force-Field Analysis Inventory for all participants.
2. Pencils.

PHYSICAL SETTING:

A room large enough so that triads may carry on a discussion without distracting other triads. A writing surface for each participant.

PROCESS:

1. The facilitator distributes a Force-Field Analysis Inventory and a pencil to each participant.
2. The facilitator announces that participants have 30 minutes to complete parts I and II of the inventory.

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*The Force-Field Analysis Inventory is based in part on materials developed by Warren Bennis and Saul Eisen.

3. When everyone has finished parts I and II, the facilitator introduces part III with a lecturette on planned change and Lewinian force-field analysis. He may wish to make the following points:

   In planning specific changes to deal with a problem, one should be aware that increasing the driving forces to change the status quo also produces increased tension. One should also be aware that whatever change in status quo has been accomplished will be lost if the driving force is reduced. A change in the status quo, then, can best be accomplished by reducing the strengths of the restraining forces while maintaining the force of the drive. If the driving forces are not maintained, the tension will be reduced without any change in the status quo.

4. The facilitator directs participants to work for about ten minutes on part III. (They may not complete this task in the allotted time, but the next step does not require its completion.)
5. Participants are instructed to select two others with whom they feel comfortable in working on their problems. These triads are seated so that they do not distract each other.

6. Three rounds of consultations are begun. In three 30-minute periods, each member of the triad, in turn, plays the role of a consultant, then a client, and then a process observer. In each period, 20 minutes is allotted for consultation and ten minutes for feedback to the consultant.
7. Triads process the entire experience.

VARIATIONS:

1. The activity can be carried out privately, in dyads, or in groups. In a work group members jointly analyze a problem.
2. The consulting triads design can be used with other problem-analysis models.
3. The inventory can be used as an interview guide for consultation with a client.

FORCE - FIELD ANALYSIS

1. The Problem

2. The Goal (Outcome Desired)

Brainstorm Forces for:	Brainstorm Forces Against:	Prioritize Forces Against:	Brainstorm Solutions:	Action Plan:
				1.
				2.
				3.

BRAINSTORMING: A PROBLEM-SOLVING ACTIVITY

GOALS:

1. To generate an extensive number of ideas or solutions to a problem by suspending criticism and evaluation.
2. To develop skills in creative problem-solving.

GROUP SIZE:

Any number of small groups composed of approximately six participants each.

TIME REQUIRED:

Approximately one hour, for the described example.

MATERIALS:

Newsprint and felt-tipped marker for each group.

PHYSICAL SETTING:

Movable chairs for all participants.

PROCESS:

(The facilitator may wish to do the sample experience which follows as a preliminary to a problem-solving session involving a "real" problem.)

1. The facilitator forms small groups of approximately six participants each. Each group selects a secretary.
2. The facilitator instructs each group to form a circle. He provides newsprint and a felt-tipped marker for each secretary and asks him/her to record every idea generated by the group.

3. The facilitator states the following rules:
   a. There will be no criticism during the brainstorming phase.
   b. Far-fetched ideas are encouraged because they may trigger more practical ideas.
   c. Many ideas are desirable.
4. The facilitator announces that participants are to imagine being cast ashore on a desert island, nude and with nothing but a belt. What can be done with the belt? He tells the groups they have 15 minutes to generate ideas.
5. At the end of the generating phase, the facilitator tells the groups that the ban on criticism is over. He directs them to evaluate their ideas and to select the best ones. (If there are four or more groups, the facilitator instructs two groups to share their best ideas and to form a single list.)
6. The facilitator then asks participants to form one large group again. Secretaries act as spokesmen and take turns presenting the best ideas from their groups. Participants explore how two or more ideas might be used in combination.
7. The facilitator writes the final list of ideas on newsprint, and the group is asked to rank-order them on the basis of feasibility.
8. The facilitator leads a discussion of brainstorming as an approach to creative problem solving.

VARIATIONS:

1. The exercise can be preceded by a loosening-up activity, such as playing with modeling clay.
2. The groups may be set up to compete with one another. Judges may be selected to determine criteria for ideas and to choose winning groups.
3. Other objects can be used in the problem. Participants may brainstorm uses for a flashlight, a rope, an oar, or a corkscrew. Props may be used.

MODULE I

ASSESSMENT INSTRUMENT

I.

PROBLEM-SOLVING STEPS

_____ Selecting the best solution

_____ Searching for alternatives

_____ Implementing

_____ Evaluating

_____ Focusing on the problem

Number from 1 to 5 the above steps in the order they should be used to solve a problem.

II.

DIRECTIONS: Place the correct letter to the left of each number. Letters may be used more than once.

_____ 1. brainstorming alternative solutions

_____ 2. who will do it

_____ 3. determine whether or not the goals have been reached

_____ 4. defining the problem

_____ 5. what will be done

_____ 6. recognizing that a problem exists

_____ 7. what materials will be needed

_____ 8. deciding what we believe to be the main issues of the problem

_____ 9. from a list of alternative solutions select the best solution for trial

_____10. when will it be done (timeline)

_____11. clearly state a goal

a. focusing on the problem

b. searching for alternatives

c. selecting the best solution

d. implementing

e. evaluating

I.

PROBLEM-SOLVING STEPS

__3__ Selecting the best solution

__2__ Searching for alternatives

__4__ Implementing

__5__ Evaluating

__1__ Focusing on the problem

Number from 1 to 5 the above steps in the order they should be used to solve a problem.

II.

DIRECTIONS: Place the correct letter to the left of each number. Letters may be used more than once.

__B__ 1. brainstorming alternative solutions

__D__ 2. who will do it

__E__ 3. determine whether or not the goals have been reached

__A__ 4. defining the problem

__D__ 5. what will be done

__A__ 6. recognizing that a problem exists

__D__ 7. what materials will be needed

__A__ 8. deciding what we believe to be the main issues of the problem

__C__ 9. from a list of alternative solutions select the best solution for trial

__D__ 10. when will it be done (timeline)

__A__ 11. clearly state a goal

a. focusing on the problem

b. searching for alternatives

c. selecting the best solution

d. implementing

e. evaluating

MODULE I

TRANSPARENCIES

MODULE 1 PERFORMANCE OBJECTIVES

UPON COMPLETION OF THE MODULE, YOU SHOULD BE ABLE TO:

1. LIST IN SEQUENCE THE FIVE STEPS OF A PROBLEM SOLVING PROCEDURE AND APPLY THE PROCEDURE TO A PROBLEM SITUATION.

2. RECALL AND DESCRIBE TWO TEAM BUILDING ACTIVITIES THAT WILL HELP THE COUNCIL WORK TOGETHER TOWARD GOAL ATTAINMENT.

3. LIST AUTHORITY LEVELS, AND RANK THE AUTHORITY LEVELS IN HIERARCHIAL ORDER.

4. SELECT AND USE SELF-ASSESSMENT INSTRUMENTS FOR IDENTIFYING STRENGTHS AND WEAKNESSES.

LIMERICKS: GETTING ACQUAINTED

GOALS:

1. TO ACQUAINT AND INVOLVE PARTICIPANTS WITH ONE ANOTHER THROUGH NONTHREATENING PHYSICAL ACTIVITY.

2. TO DIVIDE A LARGE GROUP INTO SUBGROUPS IN A CLIMATE OF HUMOR AND COHESIVENESS.

JIGSAW: FORMING GROUPS

GOALS:

1. TO ESTABLISH GROUP COHESION BY FORMING A LARGE NUMBER OF PARTICIPANTS INTO GROUPS WITH PRE-DETERMINED COMPOSITIONS.

2. TO ANALYZE THE DYNAMICS WHICH OCCUR UPON THE CREATION OF TASK GROUPS

INDIVIDUAL SELF-ASSESSMENT FORM

GOALS:

1. TO HELP A PARTICIPANT EVALUATE HIS/HER OWN FUNCTIONING AS A COMMUNITY COUNCIL MEMBER.

2. TO CLARIFY COUNCIL MEMBER STRENGTHS AND WEAKNESSES.

3. TO PROVIDE COUNCIL MEMBERS AND WORKSHOP LEADERS THE OPPORTUNITY TO EXAMINE AND DISCUSS COMMON EXPECTATIONS REGARDING THE TRAINING PROGRAM.

COMMUNITY PROBLEM SOLVING STEPS

GOALS:

1. TO BUILD PARTICIPANT AWARENESS OF THE VARIOUS STEPS ASSOCIATED WITH PROBLEM SOLVING.

2. TO ENCOURAGE THE ACTUAL DEVELOPMENT OF A PROBLEM SOLVING FRAMEWORK WHICH INCLUDES THESE STEPS.

FORCE-FIELD ANALYSIS:
INDIVIDUAL PROBLEM-SOLVING

GOALS:

1. TO STUDY DIMENSIONS OF PROBLEMS AND TO DEVISE STRATEGIES FOR SOLVING THEM THROUGH DIAGRAM AND ANALYSIS.
2. TO EXPERIENCE THE CONSULTATIVE ROLE.

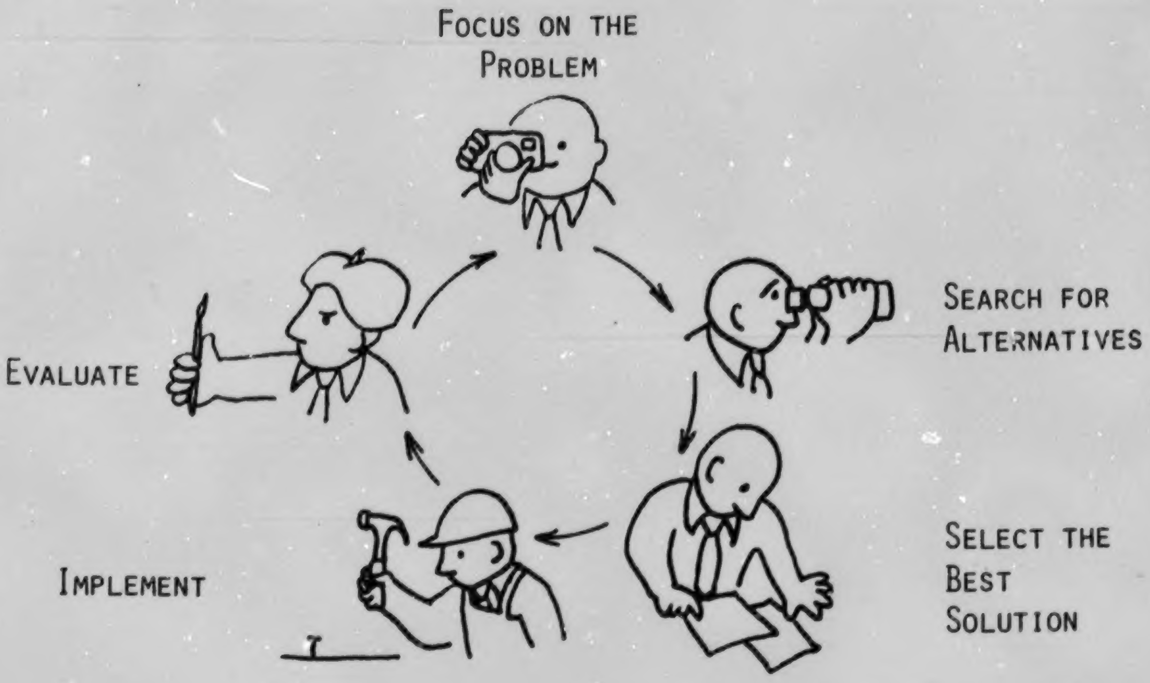
BRAINSTORMING:

A PROBLEM-SOLVING ACTIVITY

GOALS:

1. TO GENERATE AN EXTENSIVE NUMBER OF IDEAS OR SOLUTIONS TO A PROBLEM BY SUSPENDING CRITICISM AND EVALUATION.

2. TO DEVELOP SKILLS IN CREATIVE PROBLEM-SOLVING.


Focus on the Problem
Search for Alternatives
Select the Best Solution
Implement
Evaluate

PROBLEM-SOLVING STEPS

STEP 1: FOCUSING ON THE PROBLEM

1. RECOGNIZING THAT A PROBLEM EXISTS

2. DECIDING WHAT WE BELIEVE TO BE THE MAIN ISSUES OF THE PROBLEM

3. DEFINING THE PROBLEM

4. CLEARLY STATE A GOAL (WHAT OUTCOME IS DESIRED)

STEP 2: SEARCHING FOR ALTERNATIVES

--BRAINSTORM ALTERNATIVE SOLUTIONS

BRAINSTORMING . . . OCCURS WHEN A GROUP OF OF PEOPLE PUTS FORTH AS MANY IDEAS AS POSSIBLE.

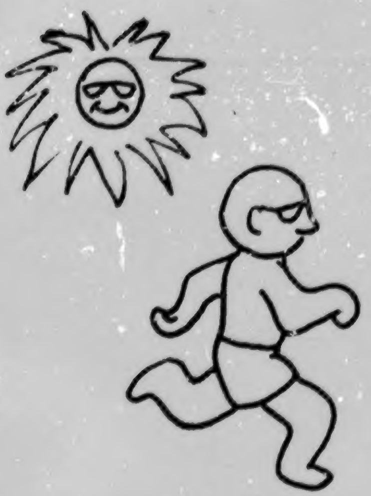
NOBODY SAYS . . .

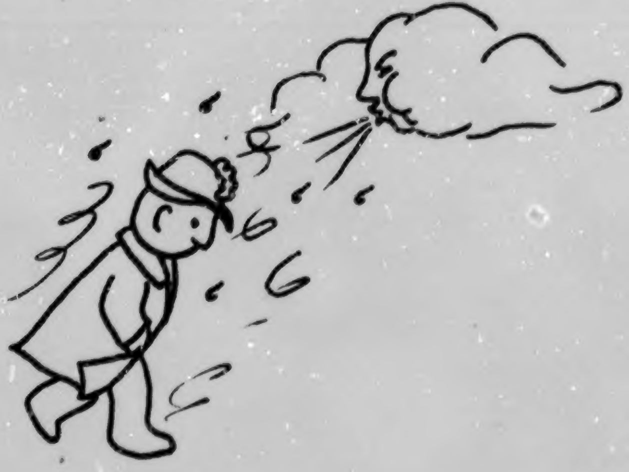
1. "NO"
2. "IT WILL NEVER WORK."
3. "THAT'S A POOR (GOOD) IDEA."
4. "THAT'S ALREADY BEEN MENTIONED."

RULES:

1. WORK FOR QUANTITY--THE LONGER THE LIST, THE BETTER
2. RECORD EACH IDEA
3. SET A TIME LIMIT AND HOLD STRICTLY TO IT

STEP 3: SELECTING THE BEST SOLUTION

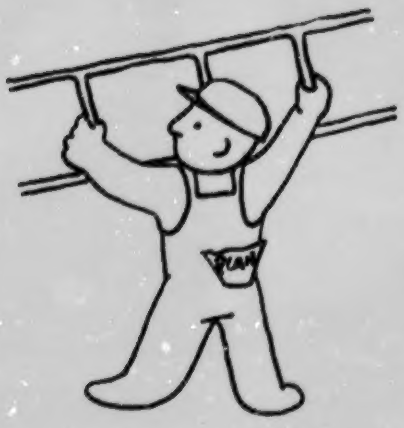




FORCE-FIELD ANALYSIS . . . THIS METHOD IDENTIFIES CONDITIONS THAT SUPPORT AND BLOCK EFFORTS TO REACH OUR GOAL.

RULES:

1. IDENTIFY THE PROBLEM
2. CLEARLY STATE THE GOAL (WHAT OUTCOME IS DESIRED)
3. BRAINSTORM THE FORCES WHICH SUPPORT GOAL ATTAINMENT
4. BRAINSTORM THE FORCES WHICH PREVENT US FROM REACHING THE GOAL
5. LIST THE BLOCKING FORCES IN ORDER OF IMPORTANCE
6. BRAINSTORM SOLUTIONS BLOCKING FORCES
7. CREATE A PLAN OF ACTION



STEP 4: IMPLEMENTING

1. WHAT WILL BE DONE?
2. WHO WILL DO IT?
3. WHEN WILL IT BE DONE? (TIMELINE)
4. WHAT MATERIALS WILL BE NEEDED?

STEP 5: EVALUATING . . . DETERMINING WHETHER OR NOT THE GOALS HAVE BEEN REACHED

PROJECT OUTCOMES

1. DID WE ACHIEVE THE GOALS OF THE PROJECT?

PROCESS OUTCOMES

1. WHAT DID WE DO?
2. HOW DID WE DO IT?
3. HOW DO WE FEEL ABOUT IT?

EVALUATION SKILLS

CBE WORKSHOP

Competency-Based Education:

Leadership Training for Community Council Members

Day 2

Evaluation Procedures
Purpose and Functions of Councils
Increasing Community Participation

Workshop Schedule

1:00 - 1:15	Housekeeping Plan for the Day Ice Breaker
1:15 - 2:15	Developing an Evaluation Procedure Practice in Evaluating
2:15 - 3:15	Determining the Purposes and Functions of Community Councils
3:15 - 3:30	Break
3:30 - 4:50	Creative Problem-Solving on Increasing Community Participation
4:50 - 5:00	Workshop Evaluation and Closing

MODULE GOALS

This module is designed to acquaint you with a three-step evaluation process and introduce a procedure for examining objectively the participation of council members. The module will assist you in establishing short- and long-range goals, identifying and programming ideas and prioritizing the tasks normally associated with community councils.

MODULE PERFORMANCE OBJECTIVES

Upon completion of the module, you should be able to:

1. Generate three problem situations and apply the three-step evaluation procedure to one of these.
2. Identify and apply criteria for selecting administrators and paraprofessionals.
3. Select and use instruments for evaluating the interactions of the council, local school and region staff.
4. Use a goal setting procedure for establishing and ranking short- and long-range council goals.
5. List and describe five activities which encourage parents' and community members' attendance at council meetings.
6. Select from a list of 20 functions the ten functions of the council.

EVALUATION

GOALS:

1. To help participants become acquainted with a three-step process of evaluation.
2. To encourage the actual development of an evaluation process which includes the above steps.

GROUP SIZE:

Approximately 15-40 participants.

TIME:

One hour.

MATERIALS:

1. Copies of the "Evaluation Steps"
2. Magic Markers (one per group)
3. Newsprint, masking tape

PHYSICAL ARRANGEMENTS:

1. Participants are divided into region groups of 4-8 people.
2. Small round tables or a comfortable floor is used for working space for each group.
3. There should be ample working space between groups so that one group discussion does not interfere with another.

PROCEDURE:

1. Introduce activity briefly explaining the goals of the activity, defining evaluation and outlining the steps in the evaluation process.

   Introduction

   EVALUATION is a process of identifying, collecting, analyzing and interpreting information so that decisions can be made. EVALUATION can help:

   a. Provide accurate information for making decisions.
   b. Determine what strategies to use to reach our goals.
   c. Determine how best to use our limited resources (money).
   d. Improve communication between school staff and community.
   e. Determine what is the "best" teaching material and activities to use with our children.
   f. Show effective ways for improving the quality of instruction.
   g. Improve student achievement.

   The EVALUATION PROCESS requires you to:

   a. Ask important questions about your program or person. (Goals, objectives, desired outcomes, personal and professional qualifications, etc.)
   b. Collect data about goal performance or person performance.
   c. Report on where the local program or person fell short, met or exceeded goal expectations.

2. Workshop leaders should distribute "evaluation form" and explain/demonstrate the three-step evaluation procedure with audience participation in each step.
3. As a total group, have participants brainstorm current, real and appropriate problems for evaluating. Ask a participant to serve as a timer (10 minutes for brainstorming), and workshop leaders will serve as recorders.

FOUR-STEP EVALUATION PROCESS

STEP 1: ASK IMPORTANT QUESTIONS ABOUT YOUR PROGRAM OR PERSON, SUCH AS:

- What are the goals of the program?
- What are the objectives of the program?
- What are the desired outcomes?
- What are the goals of the job?
- What are the desired outcomes of the job?
- What are the desirable professional characteristics?
- What are the desirable personal characteristics?

WHERE DO WE WANT TO GO?

STEP 2: COLLECT DATA ABOUT GOAL PERFORMANCE AND PERSON'S PERFORMANCE

After important questions have been identified, region teams must collect information about goal performance. Information about goal performance may include:

WHERE ARE WE NOW?

- reading scores
- math scores
- achievement scores
- program costs
- staff perceptions
- community perceptions
- student perceptions

In selecting staff (principals and paraprofessionals), information may be obtained by interviewing and rating the person according to his/her answers to the critical questions.

STEP 3: DETERMINE IF THE LOCAL PROGRAM OR PERSON FELL SHORT, MET OR EXCEEDED GOAL EXPECTATIONS (WHERE ARE WE NOW?)

Region teams should review all information to determine if the local program or person fell short, met or exceeded goal expectations.

COMPARING INFORMATION

STEP 4: DECIDE WHAT SHOULD BE DONE TO ACHIEVE GOAL EXPECTATIONS

MAKING RECOMMENDATIONS

EVALUATION PROCEDURE

WHERE DO WE WANT TO GO?	WHERE ARE WE NOW?	COMPARING INFORMATION	
Ask important questions about the Program or Person	Data about Goal Performance	Did program fall short, meet or exceed goal expectations?	RECOMMENDATIONS
	What Source		

INTERVIEW SCORECARD

DIRECTIONS: Please read each of the ten items carefully and check one of the four ratings that comes closest to indicating your impression of the person being interviewed. When you have finished rating each item, sum up the number of checks in each column to derive your evaluation score.

Name: ______________________________ School: ______________________

	Good(4)	Average(3)	Fair(2)	Poor(1)
1. Do parents feel comfortable about coming to the school where you presently work? Why? Why not?				
2. To what extent are parents kept informed about what is happening at your school?				
3. To what extent are parents and community involved in your school?				
4. To what extent have students shown improvement in achievement at your school?				
5. Are students assigned homework in your school? Why? Why not?				
6. What programs have you started that encouraged active student participation?				
7. What policies would you follow to ensure that the building is a safe and secure place?				
8. What policies would you follow to ensure that the building is pleasant, attractive and clean?				
9. How would you determine if the school's discipline policy is one of firmness and fairness?				
10. How would you demonstrate that you are the educational leader of the school?				
11. ______________________________				
12. ______________________________				

INTERVIEW SCORECARD*

DIRECTIONS: Serving as a member of the committee for the selection of candidates, I have examined the qualifications and interviewed the candidates. My judgment is indicated by the rating below. (Circle one number)

NAME: ______________________________

SCHOOL: ____________________________

LOW 1 2 3 4 5 HIGH

1. ____________________
____________________ 1 2 3 4 5

2. ____________________
____________________ 1 2 3 4 5

3. ____________________
____________________ 1 2 3 4 5

4. ____________________
____________________ 1 2 3 4 5

5. ____________________
____________________ 1 2 3 4 5

6. ____________________
____________________ 1 2 3 4 5

7. ____________________
____________________ 1 2 3 4 5

8. ____________________
____________________ 1 2 3 4 5

9. ____________________
____________________ 1 2 3 4 5

10. ____________________
____________________ 1 2 3 4 5

*Courtesy of Detroit Public Schools

SCORING PROCEDURES

To score this instrument, find an average value for each item:

1. Give each response category a value:

   Good = 4

   Average = 3

   Fair = 2

   Poor = 1

2. For each item, tally the number of responses in each of these four categories.

3. Fill in this table for each item:

Number of Responses		Value of Response Category		
( )	X	4 (Good)	=	________
( )	X	3 (Average)	=	________
( )	X	2 (Fair)	=	________
( )	X	1 (Poor)	=	________
TOTAL RESPONSES = ________ (A)			SUM OF RESPONSES X CATEGORY VALUE = ________ (B)	

4. Divide Sum of Responses X Category Value (B) by Total Response (A). This is the average value for each item.

5. Repeat this for each item.

DESIGN FOR ADMINISTRATIVE EVALUATION*

Please indicate in the space provided at the end of each statement the word that best describes the performance of the administrator. Use either YES, SOMETIMES, or NO.

NAME of person filling out this form: ____________________

SCHOOL: ____

1. Do parents feel comfortable about coming to school? ________
2. Are parents kept informed about what is happening at school? ________
3. Does the principal show he believes in community involvement? ________
4. Does the principal show that he/she is the educational leader of the school? ________
5. Are decisions made based on what is best for children? ________
6. Is the school's discipline policy one of firmness and fairness? ________
7. Have the students shown improvement in achievement? ________
8. Are students assigned homework whenever appropriate? ________
9. Are there programs that encourage active student participation? ________
10. Does he/she assume responsibility for the maintenance of the building? Is it pleasant, attractive and in a clean condition? ________
11. Is the principal visible and actively involved? ________
12. Is the building a safe and secure place? ________

COMMENTS: ____

____

____

---

*Courtesy of Detroit Public Schools. Region One

ADDITIONAL QUESTIONS

1. Do you think the school is doing a good job?
2. Does the principal support the community council?
3. Is the principal strong enough to stand up for what he believes is best for the children?
4. Does the principal supervise the instructional program?
5. Is there a program operating that tries to instill pride in the students?
6. Is there a positive counseling program operating in the school?

GROUP SELF-EVALUATIONS:
A COLLECTION OF INSTRUMENTS

GOALS:

1. To help a group evaluate its own functioning.
2. To provide a way to examine objectively the participation of group members.
3. To explore the standards of behavior that have developed in a group which has been meeting for some time.

GROUP SIZE:

Small groups of 6-12 members.

TIME REQUIRED:

Varies according to the evaluative procedures used.

MATERIALS:

1. Select one of the following forms and prepare copies of it for all participants:
    - Group Assessment Form
    - Assessing Group Cohesiveness
    - Assessing a Group's Problem-Solving Approach
    - Decision-Making Procedures Checklist
    - Assessing Group Communication
2. Pencils
3. Newsprint and magic markers

PHYSICAL SETTING:

Participants should be seated comfortably for writing, where they can see the posted results.

PROCEDURE:

Each of the following forms focuses on some aspect of group life which the workshop leader may wish to discuss. A general process is suggested for the use of these inventories.

1. After a typical meeting of an ongoing group, the leader distributes copies of the form selected. Council members are instructed to complete the form individually.
2. As soon as members finish, the data is posted on newsprint.
3. The leader leads a discussion of the data, eliciting specific instances of behavioral trends. He/she may offer appropriate theory material during this analytical stage.
4. Group members are asked to plan new behavior for the next meeting in the light of the findings.

VARIATIONS:

1. The workshop leader may wish to use a different form at the end of each meeting in a sequence. Or the same form may be used several successive times in order to study trends in the data; a group may thus chart its progress toward effective functioning.

2. Participants can predict the results of the analysis.
3. Forms may be modified to elicit expectations from new group members.
4. Group members can collaborate on designing an instrument to measure the growth of the group.

SAMPLE QUESTIONNAIRE*

GROUP ASSESSMENT FORM #1

DIRECTIONS: Below are some statements regarding your group. Please give your opinion about the items by circling the appropriate number and responding in your own words.

1 = Strongly agree
2 = Agree
3 = Undecided
4 = Disagree
5 = Strongly disagree

About the group	SA	A	U	D	SD
1. Members get along with one another.	1	2	3	4	5
2. Members openly share their ideas and feelings.	1	2	3	4	5
3. Important decisions are made reasonably and quickly.	1	2	3	4	5
4. Problems are diagnosed and resolved in a systematic way.	1	2	3	4	5
5. Members seem enthusiastic and interested about accomplishing tasks.	1	2	3	4	5
6. Meetings are productive and efficient.	1	2	3	4	5
7. The relationship between the group's goals and tasks is clear.	1	2	3	4	5
8. The group has norms or standards that are clear and generally accepted by members.	1	2	3	4	5

9. What aspects about your group do you consider most satisfying?

10. What aspects about your group do you consider least satisfying?

---

*Developed by Diane Jones, Northwest Regional Educational Laboratory.

SELF-ASSESSMENT FORM #2

About myself	SA	A	U	D	SD
1. I understand the purpose and know what the agenda is for our meetings.	1	2	3	4	5
2. I am generally friendly and supportive of other members.	1	2	3	4	5
3. I have adequate opportunities to share my ideas and opinions with others.	1	2	3	4	5
4. I feel I am a valuable member of this group.	1	2	3	4	5
5. I clearly understand and feel committed to the work and tasks of this group.	1	2	3	4	5
6. I am satisfied with the amount of influence I have on what happens in this group.	1	2	3	4	5
7. I am able to influence and participate in making group decisions.	1	2	3	4	5
8. I am satisfied with the type of leadership provided by our convener.	1	2	3	4	5

9. What aspects about your participation or influence in the group do you consider most satisfying?

10. What aspects about your participation or influence in the group do you consider least satisfying?

Sample Group Assessment Form

Once all members have completed the questionnaire, the leader or a member can compile the data and present it to the group. A discussion of the data may indicate potential problem areas or conflicts that members may want to work on.

WORKSHEET #3

DECISION-MAKING PROCEDURES CHECKLIST

PURPOSE: To chart the pattern of decision making used by a group.

PROCEDURE: The process observer or another group member tallies the number of times during the meeting that the group uses each kind of decision making. All decisions are included, whether for selecting topics, appointing a recorder, accepting/rejecting a task force report, or closing discussions. Data are fed back to the group as part of the process observation report.

TALLY: Kind of Decision Making

_____ 1. Unanimity--everyone agrees that a proposed course of action is the best choice.

_____ 2. Consensus--everyone agrees, with possible reservations, at least for a specified time period.

_____ 3. Majority support--the majority of people agree, often demonstrated by voting.

_____ 4. Minority support--a minority of people agree, with tacit agreement or lack of open disagreement by the remaining members.

_____ 5. Handclasp--one or two members actively support and lead group to action.

_____ 6. Topic jump--the topic shifts before an explicit decision is reached.

_____ 7. Self-authorization--one person initiates action, with implicit consent or no overt disagreement of other members.

_____ 8. Plop--one person initiates action, but the group does not respond one way or another; by default, no action is taken.

INSTRUMENT #4

ASSESSING A GROUP'S PROBLEM-SOLVING APPROACH

DIRECTIONS: Read each item and check (✓) which ones are working well and which ones need improvement. The group's assessment can be used to set goals for improving the group's problem-solving effectiveness.

Problem-Solving Activities: This Group Can	Doing All Right	Needs Improvement
1. surface and clarify problems or needs.	_____	_____
2. state problems or goals clearly.	_____	_____
3. identify blocking or restraining forces.	_____	_____
4. gather information about possible solutions.	_____	_____
5. identify alternative solutions.	_____	_____
6. develop step-by-step "Action Plans" for carrying out a solution.	_____	_____
7. identify resource needs.	_____	_____
8. locate and use resources.	_____	_____
9. develop a way to assess results.	_____	_____
10. monitor progress in task accomplishment.	_____	_____
11. change and adapt as circumstances prescribe.	_____	_____
12. evaluate the results of the effort.	_____	_____

INSTRUMENT #5

ASSESSING GROUP COMMUNICATION

DIRECTIONS: Answer the following questions on the basis of your participation in and experience with this group. A compilation of all members' responses may be used to pinpoint communication problems.

	Frequently	Sometimes	Never
1. I ask questions when I don't know something.	____	____	____
2. I keep my real thoughts and feelings to myself.	____	____	____
3. I have opportunities to talk during group discussions.	____	____	____
4. When I feel irritated or impatient with what's going on, I communicate my feelings to the group.	____	____	____
5. If I am unsure about what someone means, I relay my understanding of their comment and check to see if my understanding is accurate.	____	____	____
6. I withhold personal feelings and stick to the facts in a discussion.	____	____	____
7. I agree with another individual or like what they say without letting them know.	____	____	____
8. I listen to and carefully consider others' ideas.	____	____	____
9. I ask others to tell me what they really think of my work.	____	____	____
10. I ask others who seem to be hurt or upset to express their feelings.	____	____	____

INSTRUMENT #6

ASSESSING GROUP COHESIVENESS

DIRECTIONS: Please give your opinion for each item by circling the appropriate number. Compile the data from individual responses, post the results and discuss them as a group.

1 = Strongly Agree

2 = Agree

3 = Undecided

4 = Disagree

5 = Strongly Disagree

	SA	A	U	D	SD
1. Members are committed to the purpose and goals of the group.	1	2	3	4	5
2. Communication is open and honest in this group.	1	2	3	4	5
3. What I say is recognized and valued in this group.	1	2	3	4	5
4. Members display a high degree of mutual trust.	1	2	3	4	5
5. Members are genuinely concerned about one another.	1	2	3	4	5

PURPOSE AND FUNCTION OF LOCAL SCHOOL COMMUNITY COUNCILS

GOALS:

1. To develop an understanding of a variety of responsibilities normally associated with community councils.
2. To uncover participant biases regarding those functions which should be performed by councils.

GROUP SIZE:

Any number of people who can be clustered into groups of 4-8 people.

TIME:

Approximately one hour.

MATERIALS:

1. Individual copies of the "Purpose and Function of Community Council" rating sheet for each participant plus one additional copy for each of the small groups to record group preference.
2. Pencils or pens for participants to complete the rating forms.

PHYSICAL ARRANGEMENTS:

1. Participants need tables or desks to complete the reaction sheets individually.
2. Chairs or tables should be movable to allow the formation of small work groups to compare reactions and to arrive at group consensus.

PROCEDURE:

1. Workshop Leaders should introduce the exercise by noting the importance of a community council to successful school programs. Workshop Leaders should also note that misunderstandings can develop between council and school staff when a clear discussion has not been undertaken with regard to responsibilities of the council. The purposes of this exercise should then be explained as outlined.
2. "Purpose and Function of Community Councils" reaction sheets are distributed to individual participants, and they are informed that they will have approximately 15-20 minutes to read and complete the form. Workshop Leaders should be prepared to answer any questions at this time.
3. Also indicate that participants can add additional task statements.
4. As people finish the individual forms, begin to cluster them into region teams of 4-8 people. Make sure that everyone joins a small group for the completion of the group rating.
5. The task of the small work group is to compare individual reactions and to arrive at group consensus.
6. A large group discussion should follow the group meetings to discuss:
   - similarities
   - major differences
   - uniqueness of different regions
   - legal guidelines (decentralization, School-Community Relations)

&. Following this exercise, Workshop Leaders may wish to show the C. S. Mott Foundation film on "Community Councils."

VARIATIONS:

1. Rather than dividing into small groups, Workshop Leaders can form one large group and proceed to discover how individuals responded. A quick numerical count can be completed on each statement. (Statement number one, please raise your hand. How many wrote TRUE? Etc.)

	True	False
1.	28	2
2.	10	20
3.	30	0

2. Attention can then by directed toward the statements where there is some degree of difference among participants. Workshop Leaders may ask participants to explain what they based their position upon.

SIMULATION EXERCISE

PURPOSE AND FUNCTION OF LOCAL SCHOOL COMMUNITY COUNCILS

Which of the following tasks are the responsibility of local school community councils? Write TRUE if the item is a council responsibility and FALSE if it is not a council responsibility.

_____ 1. To strenthen communication between school personnel and parents

_____ 2. To provide in-service for school staff

_____ 3. To encourage parental involvement in school affairs

_____ 4. To assist in the selection of staff to the extent permissible in contractual agreements

_____ 5. To maintain school records

_____ 6. To serve as liaison between the local school community and the Regional Board

_____ 7. To coordinate the various agencies and social services functioning in the community

_____ 8. To assist in determining specific needs of the local school

_____ 9. To assist in the development of programs and ideas to improve the learning process in the local school

_____ 10. To assist in evaluating the accomplishment of established goals and objectives

_____ 11. To assist in the evaluation of the strengths and weaknesses of the curriculum

_____ 12. To act as a mediator in resolving local school-community conflicts

_____ 13. To instruct teachers in the techniques of counseling parents

_____ 14. To interpret state laws regarding conflict of interest

_____ 15. To stimulate teachers to participate in council activities

_____ 16. To develop building supervision procedures

_____ 17. To select instructional materials

_____ 18. ________________________________

_____ 19. ________________________________

_____ 20. ________________________________

FORMING CONSULTING TEAMS FOR CREATIVE PROGRAMMING IDEAS*

GOALS:

1. To develop an atmosphere for the encouragement of creative ideas.
2. To enable participants to develop new programming ideas.

GROUP SIZE:

Approximately 12-40 people in task groups of three people per group.

TIME:

45 minutes to one hour

MATERIALS:

1. Large size newsprint or butcher paper (two sheets per group)
2. Variety of magic markers (minimum one per small group)
3. Masking tape or adhesive to display finished products

PHYSICAL ARRANGEMENTS:

1. Sufficient working room is provided for task groups of three people to be clustered.
2. Hard surface tables, desks, or the floor is used in order to accomplish the task.
3. There should be sufficient wall space to display all finished products.

---

*Developed by John Warden

PROCEDURE:

1. The facilitator notes the goals of the exercise before the assembled participants. He/she may wish to also note how difficult it sometimes seems to be to generate new and creative ideas. People must be encouraged to discard old habits so that some rather wild thinking about future possibilities might emerge. This exercise is designed to enable participants to have "fun" as well as to arrive at new programming ideas for involving community people in council activities. Participants will also have an opportunity to make some "money" in the process.
2. The workshop leader then explains that consultants are often hired to perform specialized functions by an organization. In this exercise each of the participants is going to be a member of specialized consulting teams hired for the purpose of coming up with new programming ideas. The participants suggesting the best ideas will receive payment for services.
3. The workshop leader then arranges participants into consulting teams of three people and assigns a work space. Magic markers and two sheets of newsprint are distributed to each of the consulting teams. The members of each consulting team must work together to come up with new programming ideas.

4. The workshop leader then asks each consulting team to arrive at a "company name." Allow approximately five minutes for each of the teams to select a name and have each team place that name on the top of the newsprint.

5. The workshop leaders then explain the procedure to be completed as follows:

   "All of you are now formed into consulting teams. You each have a name. For the next 25 minutes each consulting team is to generate as many ideas as possible regarding 'ideas for increasing community participation in council meetings/activities.' (Hopefully, 30-40 suggestions will emerge.) Have fun in this exercise and don't be afraid to consider 'wild' suggestions. After 25 minutes, we will reconvene in one large group and post the individual consulting teams' lists on the walls next to each other. At this time, each participant will have an opportunity to 'buy' ten ideas at a rate of $100 per idea. Therefore, please leave sufficient room next to your ideas for 'buyer's' initials. The object of the exercise is to sell as many of your team's consulting ideas as possible. Rules with regard to how ideas can be bought will be explained later in this exercise. Now get to work thinking creatively about programming ideas. Let your imagination run wild."

6. The workshop leader may wish to circulate around the room to insure that each team maintains a task focus on programming ideas and records all such suggestions. Consulting teams are not permitted to "trade ideas" during this phase of the procedure.
7. Once consulting teams have completed the task, allow a five-minute break while the workshop leader places all the lists next to each other on the blackboard or wall with the use of masking tape.
8. Reconvene the total group and explain the next procedure as follows:

   "We are now ready to see how well each of the consulting teams can sell their ideas in an open market place. Each of you is to assume the role of a council member who wants to buy ten good programming ideas at $100 per idea. You are to look over the entire lists from all of the consulting teams and begin to pick out ten ideas you like best. Once you have selected them, please place your initials (name of person) next to all ten items. We will then be able to see which of the consulting teams were able to make the most money. Please pay special attention to the 'rules of the game.'"

9. The workshop leader explains the "rules of the game" as follows:
    a. Participants may not purchase ideas from their own consulting team.
    b. Participants can only purchase ten ideas at $100 per idea. No one need spend all $1,000 ($100 x 10) if they choose not to do so. However, participants may not give their "money" to someone else.
    c. No talking is permitted prior to or during the "buying" phase.
    d. No political "trade offs" (you buy our ten, and we'll buy yours) are permitted.
    e. "Buy" the best ideas, those which you think have merit and possibility.
    f. You may "buy" an idea which someone else is also buying (several programming ideas may thus accumulate $400-$500 or more).
    g. Make sure to place your initials next to all ideas that you buy. Use a pen or magic marker.
    h. You will have ten minutes to complete this buying phase.
10. Upon completion of the individual participant buying phase, the workshop leader counts up each of the initials and multiplies times $100 to arrive at each individual team's consulting success. Results of the total money earned can be written next to the consulting team's name.

11. Large group discussion can follow, focusing upon: a) ideas which seemed to accumulate good support, b) the use of consulting teams for other purposes, and c) general reaction to the exercise.
12. Show filmstrip "Working with School Officials and Teachers."

VARIATIONS:

1. The same procedure can be utilized for the purposes of generating ideas with regard to: a) innovative community involvement approaches, b) K-12 curriculum linkage, c) interagency cooperation, d) training designs for community council members, or a host of other possibilities.
2. The "buying" section of this exercise can be deleted if time will not permit. Its purpose is primarily to narrow the lists into feasible priority areas and to allow each group to see how well their ideas were accepted by others. Leaving out this phase of the exercise eliminated the element of competition and instead focuses primarily upon coming up with ideas without any screening process.
3. Ideas can be listed on 3" x 5" role cards or slips of paper rather than large sheets of paper. Company consulting names can be written on the reverse side. This allows for mixing up the ideas, loses identity of the creators until the end, and permits manipulation of the ideas into a single list.

ASSESSMENT INSTRUMENT
FOR
MODULE II

II. EVALUATION

Rank the following items 1 to 3 of the three-step evaluation process in the way they should follow each other.

_____ Determine if the local problem or person fell short, met, or exceeded goal expectations.
(Where are we now?)

_____ Ask important questions about your program or person.
(Where do we want to go?)

_____ Collect data about goal performance and person's performance.
(Where are we now?)
what source

* * * * * * * * * * *

List three creative ideas for improving council participation. You may use the ideas suggested in the brainstorming session or your own ideas.

EVALUATION INSTRUMENT

DIRECTIONS: Circle your answer.

1. Did the activities help you recognize ways in which you could improve as a council member?

   YES NO

   If you circled no, explain why that may be so.

2. Did the activities improve your skills as a council member?

   YES NO

   If you circled no, explain why that may be so.

3. Which activity(ies) have been most helpful to you?

   List name/number of activity(ies):

   Explain why the activity(ies) have been helpful to you.

4. Which activity(ies) did you enjoy most?

5. How satisfied were you with today's activities?

   Rate your level of satisfaction by circling one number below:

   Very Satisfied . . 1 2 3 4 5 . . Very Dissatisfied

   Explain your reasons for circling the number you did.

TRANSPARENCIES

FOR

MODULE II

MODULE 2 PERFORMANCE OBJECTIVES

UPON COMPLETION OF THE MODULE YOU SHOULD BE ABLE TO:

1. GENERATE THREE PROBLEM SITUATIONS AND APPLY THE THREE-STEP EVALUATION PROCEDURE TO ONE OF THESE.

2. IDENTIFY AND APPLY CRITERIA FOR SELECTING ADMINISTRATORS AND PARAPROFESSIONALS.

3. EVALUATE THE INTERACTIONS OF THE COUNCIL, LOCAL SCHOOL, AND REGION STAFF.

4. USE A GOAL SETTING PROCEDURE FOR ESTABLISHING AND RANKING SHORT AND LONG RANGE COUNCIL GOALS.

5. LIST AND DESCRIBE FIVE ACTIVITIES WHICH ENCOURAGE PARENTS' AND COMMUNITY MEMBERS' ATTENDANCE AT COUNCIL MEETINGS.

6. SELECT FROM A LIST OF 20 FUNCTIONS, THE 10 FUNCTIONS OF THE COUNCIL.

EVALUATION

GOALS:

1. TO HELP PARTICIPANTS BECOME ACQUAINTED WITH A THREE-STEP PROCESS OF EVALUATION.

2. TO ENCOURAGE THE ACTUAL DEVELOPMENT OF AN EVALUATION PROCESS WHICH INCLUDES THE ABOVE STEPS.

EVALUATION

DEFINITIONS:

. . . A Process of Identifying, Analyzing and Interpreting information so that Decisions can be Made.

. . . DETERMINING WHETHER OR NOT THE GOALS HAVE BEEN REACHED

EVALUATION CAN HELP:

1. Provide accurate information for making decisions
2. Determine what strategies to use reach our goals
3. Determine how best to use our resources(money)
4. Improve communication between school staff and community.
5. Determine what is the "Best" teaching material to use with our children.
6. Show effective ways for improving the quality of instruction.
7. Improve student achievement.

FOUR-STEP EVALUATION PROCESS

STEP 1: Ask Important Questions About Your Program or Person

STEP 2: Collect Data About Goal Performance and Person Perf.

STEP 3: Determine If the Local Program or Person Fell Short, Met or Exceeded Goal Expectations

Step 4: Make Recommendations

EVALUATION PROCEDURE

1. WHERE DO WE WANT TO GO?
2. WHERE ARE WE NOW?
3. COLLECT DATA ABOUT GOAL PERFORMANCE
   -- DID PROGRAM MEET, NOT MEET, OR EXCEED GOALS?
4. RECOMMENDATIONS

GROUP SELF-EVALUATIONS

GOALS:

1. TO HELP A GROUP EVALUATE ITS OWN FUNCTIONING.

2. TO PROVIDE A WAY TO EXAMINE OBJECTIVELY THE PARTICIPATION OF GROUP MEMBERS.

3. TO EXPLORE THE STANDARDS OF BEHAVIOR THAT HAVE DEVELOPED IN A GROUP WHICH HAS BEEN MEETING FOR SOME TIME.

PURPOSE AND FUNCTION OF
LOCAL SCHOOL COMMUNITY COUNCILS

GOALS:

1. TO DEVELOP AN UNDERSTANDING OF A VARIETY OF RESPONSIBILITIES NORMALLY ASSOCIATED WITH COMMUNITY COUNCILS.

2. TO UNCOVER PARTICIPANT BIASES REGARDING THOSE FUNCTIONS WHICH SHOULD BE PERFORMED BY COUNCILS.

FORMING CONSULTING TEAMS FOR CREATIVE PROGRAMMING IDEAS

GOALS:

1. TO DEVELOP AN ATMOSPHERE FOR THE ENCOURAGEMENT OF CREATIVE IDEAS.

2. TO ENABLE PARTICIPANTS TO DEVELOP NEW PROGRAMMING IDEAS.

COMMUNICATION SKILLS

CBE WORKSHOP

Competency-Based Education:

Leadership Training for Community Council Members

Day 3

Communication Skills
Supporting School Programs
Lobbying Local, State and Federal Officials

Workshop Schedule

1:00 - 1:15	Housekeeping Plan for the Day Ice Breaker
1:15 - 1:45	Establishing a Purpose for Communications
1:45 - 2:15	Improving Communication by Eliminating "Killer Phrases"
2:15 - 3:10	Using Communication Strategies for Supporting School Programs
3:10 - 3:20	Break
3:20 - 4:50	Using Communication Strategies for Lobbying Local, State and Federal Officials
4:50 - 5:00	Workshop Evaluation and Closing

MODULE GOALS

This module is designed to help you develop communication skills that will assist you in working with school staff, region staff and community people. This module will assist you in identifying communication problems and how you, as a community council member, can deal with these problems in your respective council.

MODULE PERFORMANCE OBJECTIVES

Upon completion of the module, you should be able to:

1. Use at least two communication procedures (e.g., letters and public hearings) for lobbying state department personnel (e.g., state legislators, State Board of Education, Congress) regarding a local school program.
2. Listen to others, assimilate their information, express opinions, accurately follow directions and write clear and concise directions in a simulated situation.
3. Identify at least two school programs and generate three alternative ways to support each program.

ESTABLISHING A PURPOSE*

The first point of clarification in setting up a commitment to communication and responsibility is arriving at an agreed upon "purpose" for such a commitment. Clarification of "purpose" is an ongoing process which when time and concern are given to it, makes the program work more effectively.

GOAL:

To arrive at a consensus statement regarding the "purpose" for structuring a communication network in a school.

GROUP SIZE:

Break large group into small groups of four to six members.

MATERIALS:

Small sheets of paper, pencils, large sheets of chart paper, felt tip pens.

PROCEDURE:

1. Define the task to the group--e.g., The task will be for this group to develop a consensus statement for the "purpose of a communication system in our school." Ask individuals to take five minutes to write down what they think the "purpose" is about.

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*Developed by Project Glasser, Wayne County Intermediate School District, Wayne, Michigan

2. Ask participants to team up with one other member of their group and develop a consensus statement of "purpose."
3. Ask groups of six (keep partners together) to reach a consensus statement of "purpose" and have them write it on a large piece of chart paper.
4. Have all the groups mount their consensus statements on the walls around the room and give them about five to seven minutes to read and discuss (among themselves) the group statements.
5. After ten minutes, ask the entire group to reassemble and formulate a consensus statement for the "purpose" of a communication system in our council.

KILLER PHRASES ACTIVITY

Statements That Destroy Ideas and Chloroform Creative Thinking

GOAL:

To examine the effects of verbally-stated generalizations during a creative thinking process.

GROUP SIZE:

10 to 30 people

MATERIALS NEEDED:

None

PHYSICAL SETTING:

Participants should be seated in a circle.

PROCEDURE:

1. Initiate a problem-solving discussion on a topic likely to invoke many stimulating ideas.
2. Prior to the discussion and without the knowledge of the remainder of the group, enlist the aid of from two to five participants (depending on group size). Explain to them that during the course of the discussion they are to deliver at random the "killer phrases" below. They should try to do this in as serious a vein as possible, and in such a way that the rest of the participants do not catch on immediately.

   - We've never done it that way.
   - We haven't the time.

- We've tried that before.
- We're not ready for it yet.
- Good ideas, but our Council is different.
- All right in theory, but can you put it into practice?
- Too hard to administer.
- Too much paperwork.
- Too early.
- It's against region policy.
- You haven't considered . . . .
- It's not in the budget.
- A swell idea, but . . . .
- There are better ways than that.
- Let's sheive it for the time being.
- It's not good enough.
- They won't let us.
- Too modern.
- Too old-fashioned.
- You don't understand our problems.
- Why start anything now?
- We're too big for that.
- The experienced teachers won't use it.
- We have too many projects now.
- What you're really saying is . . . .
- I just know it won't work.
- Let's be practical.
- Let's form a committee.

- Let's not step on their toes.
- That might work for someone else, but . . . .
- What's the matter with the way we've always done it?

3. After the frustration of the group reaches the breaking point, call a stop to the discussion and explain what has been happening.
4. Pass out a list of the phrases and conduct a discussion on the effects of the demonstration and on ways you could overcome these phrases when they occur in school meetings or other group problem-solving sessions.
5. Ask participants to try one or more of the following activities:
   a. Conduct a council meeting around the following questions:
      - Have you ever worked very hard at something you felt was not understood or appreciated? What was it? What was said or done that made you feel your effort was not appreciated?
      - Have you ever wanted to share things--an idea, a feeling, something you've written or made, but were afraid that people might put you down? What kind of things might they say or do that would put you, your ideas, your feelings, or your achievements down? Make a list of all the things people say or do that make you feel like not sharing again.

- Introduce the concept of "killer phrases and gestures" to council members. Many of us have many feelings, thoughts, and creative behaviors that are killed off by other people's negative comments, physical gestures, etc. Some "killer phrases" that are often used (even by chairpersons) are:

  We don't have time for that now.

  That's a stupid idea. You know that's impossible.

  You're really weird!

  Are you crazy? Retarded? Kidding me? Serious?

  Wow, he's strange, man, really strage!

- Tell the council members that they're going to be social science researchers for the day. Ask them to keep a record of all the "killer phrases" they hear in council meetings, at lunch, at home, in this workshop, and at work. Discuss the findings with them during the next workshop session.
- Some other ideas are to have council members make collages of "killer phrases and gestures."

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COMMUNICATION SKILLS THAT WILL ASSIST DISCUSSION LEADERS

A. Overall Hints:

1. Show warmth and enthusiasm.

   Participants should become aware that you really care about listening to them. Be as non-judgmental as possible. There are no right or wrong answers in the discussion. Another way of stating this skill is hearing without evaluating. The leader is able to listen to others express their feelings and thoughts which might or might not be in agreement with his or her own.

2. Discuss the behavior, not the person.

   This skill requires the listener to separate a specific behavior of a person from his total personality; that is, all his thoughts, feelings and other behaviors.

3. Negotiate.

   Encourage participants to work toward an agreement which at a very low level may be that they "agree" to "disagree."

4. Reflective listening

   This skill requires the leader or participant to repeat to the speaker what the listener heard and also provides an opportunity for verifying the content accuracy of what was heard.

5. Responding

   This skill includes reflective listening plus one or more of the following:

   (a) Questioning for clarification or further information

   (b) Paraphrasing

6. Active listening

   This is a skill which includes responding plus being aware that there are feelings behind the content of what the speaker said. It does not necessarily require the listener to identify the speaker's feelings.

B. Problem Situations

For council members who monopolize conversation, create disturbances, or who don't participate, try:

- Strategically sitting in the circle next to them or directly across from them.
- Placing your hand on their shoulder to encourage them or to "tone them down."
- Gently intervening after a reasonable period of time when a council member talks continuously.
- Suggesting to an over-talkative council member during a private conference that he limit himself to contributing three times in a given meeting, or that for a given meeting he only respond to others' ideas.

- Encouraging non-participants by supporting them as you call on them; e.g., "You have been listening carefully; I wonder if you want to share your ideas?" or, "I'm sure you have an idea about this, and I'd like to hear it."
- Making special efforts to be involved with them during the council meeting. Let them know you notice the positive things they do.
- Examining the relevancy of the topics on the agenda. Are council members bored? Ask council members to suggest topics in which they are interested, or at times to share in leadership roles.

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COMMUNITY SUPPORT OF SCHOOL PROGRAMS:
PRESENT AND POTENTIAL PERSPECTIVES

GOALS:

1. To encourage participants to investigate both the present means and future possibilities with regard to community support of school programs.
2. To generate idea sharing among participants as well as awareness of each other's efforts with regard to community support of school programs.
3. To provide participants with a number of strategies that may be used in their councils to support school programs.

GROUP SIZE:

Any size group which can be clustered into small groups of 5-8 people per group. Preferably 20 or more participants.

TIME:

Approximately 30-40 minutes.

MATERIALS:

1. Large sheets of newsprint (four per small group)
2. Magic markers or crayons to record group answers, masking tape

PHYSICAL ARRANGEMENTS:

1. Participants are divided into small groups of 5-8 people.
2. Small round tables or a comfortable floor is used for working space for each group.
3. There should be ample working space between groups so that one group discussion does not interfere with another.

PROCEDURE:

1. The workshop leader explains that there are countless ways in which the community council can support local school programs. The purpose of this exercise is to uncover the present supportive approaches as well as to investigate future possibilities. All participants will be working in small groups to accomplish both of these tasks. Have large group brainstorm (15 minutes) a list of specific programs underway in various schools.
2. The workshop leader then divides the large group into smaller task groups of 5-8 people per group. He/she distributes four sheets of newsprint and a magic marker to each of the group.
3. The following instructions are given to the small task groups:

   "Identify two programs council wishes to support, select one of the programs and for the next ten minutes list ways in which the community council is presently supporting this school program. Develop a list with as many ideas as possible. List all individual suggestions as group suggestions; have someone record them. After ten minutes you will receive your next task."

4. Upon completion of the PRESENT list of supportive activities, ask the groups to spend ten more minutes "dreaming" about possibilities that extend beyond the present approaches. Encourage participants to allow their minds to "run wild" with exciting and different possibilities. Write all of these POTENTIAL supportive activities on the second sheet of newsprint.
5. Reconvene the small groups into one large group. Allow a representative from each group to present a short overview of their list (two-to three minutes) outlining any unique or different suggestions that emerged.

ROUND TWO

6. Each small group will take the second program identified above and complete the process outlined in Steps 3 and 4 (i.e., use ten minutes to generate present supportive practices and ten minutes to identify potential supportive activities).
7. Have small groups tape the third and fourth sheets of newsprint around the room. Allow ten minutes for participants to mill around the room reading the small group suggestions.

   A debriefing can include a limited amount of interaction among the groups regarding the ideas generated.

LOBBYING STATE DEPARTMENT PERSONNEL

GOAL:

To help participants develop at least three techniques for lobbying state department personnel (legislators, State Board of Education, Congress) regarding local school problems, issues and concerns.

GROUP SIZE:

Approximately 10-40 participants.

TIME:

1-1/2 to 2 hours

MATERIALS:

1. Three examples of letters and statements of public hearings
2. Paper and pencils

PHYSICAL SETTING:

A large room (large enough for each group to work independently without overhearing another group)

PROCESS:

1. Workshop leader should explain the goal for this activity with emphasis on the importance of writing legislators, i.e.,
    a. It demonstrates citizen responsibility. Each subsequent letter becomes easier to write, and you will be able to help others do the same.
    b. Your letter may influence a decision by presenting pertinent and persuasive facts.

2. As a total group, brainstorm a list of problems, issues and concerns appropriate for writing legislators. (15 minutes)

   Distribute examples of letters to legislators regarding local school problems. Explain the DO's and DON'TS of lobbying by letters.

   Distribute examples of statements of hearings and explain how to speak at a hearing. Explain how to construct a proper petition. Explain and discuss suggestions, hints and guidelines for communicating with legislators by phone.

3. Divide participants into triads (i.e., three persons) and define the task for the group, i.e., each triad will select one of the previously-identified problems and write a letter and design a statement for hearing related to that problem.

4. Workshop leader should circulate among the groups, providing assistance where needed.

   Reconvene large group and ask select triads to share their letter or statement.

5. Ask a local legislator to serve as a resource person and speak on the following topic, "How to Lobby Your Legislators."

WRITING YOUR LEGISLATOR*

WHY?

1. Letter demonstrates citizen responsibility.
   Each letter becomes easier to write.
   You will be better able to help others to do the same.

2. Your letter may influence a decision by presenting pertinent and persuasive facts.

Lobby by Letter: DO'S AND DON'TS

DO! Spell the official's name correctly.

DO! Describe bill by popular name and by number.

DO! Keep your letter brief. (A short statement of your reasons well thought out, clearly stated in your own words, is best.)

DO! Remember the four P's: Patience, Precision (or Accuracy), Persistence with Politeness

DON'T! Demand or insist that your official vote for or against a certain bill. Always ask and tell why. Don't threaten with defeat at the next election.

DON'T! Write a form letter or postcard.

*Source is the League of Women Voters.

HOW TO WRITE YOUR ELECTED OFFICIALS*

If you want your elected officials to represent you, let them hear from you! The following ideas will help make writing easier and help you be more effective.

1. Be clear! State the issue and how you want your elected official to vote in your first sentence.
2. Identify a bill by name and number.
3. Write about only one issue in any letter.
4. Be courteous. Anger and abuse backfire.
5. Be persuasive whenever you can. Tell why you feel the way you do.
6. Be brief. Elected officials don't have the time to read long, rambling letters.
7. Write legibly or type.
8. Use your own stationery unless you are writing in an official capacity for an organization, in which case use the organization's letterhead. Short letters are much more meaningful than postcards and petitions.
9. Send pertinent information to your elected officials with a short note telling them whether it supports or opposes particular viewpoints. (Editorials, pictures, scientific articles, etc.)
10. Send notes of appreciation when your elected officials do something you like.
11. When you sign your name, make sure your officials can tell whether you are "Miss," "Mrs.," "Mr., "or "Ms."
12. Write carefully, but don't be worried about "perfect English." Elected officials don't remember or care about mistakes as long as they understand your point of view.

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*Source is the League of Women Voters.

THE CORRECT FORM OF ADDRESS FOR AN ELECTED OFFICIAL IS:

The Honorable ______________________________

Office of the Governor
Box 30013
Lansing, Michigan 48909

Michigan Senate
Box 30036
Lansing, Michigan 48909

Michigan House of Representatives
Box 30014
Lansing, Michigan 48909

IT IS EASY TO SEND A TELEGRAM:

You may call Western Union and ask to send a public opinion telegram.

May 15, 1979

To: Charles Diggs, Jr.
John Conyers, Jr.
Carl Levin
Donald W. Riegle, Jr.

We have in our offices petitions, such as the one enclosed bearing hundreds of signatures collected by school-community councils in Region Nine of the Detroit Public Schools.

Region Nine has a school-community council at each of its 20 schools composed of teachers, parents, concerned citizens, persons employed in our community, and students. They have been deeply involved in educational decision making, particularly decisions relating to categorical aid resulting from federal funds. Through the councils, our communities have been able to design innovative approaches to our educational problems; evaluate the effectiveness of resulting programs; help select staff for the programs, and participate in the making of budgetary decisions.

The programs have affected the total fabric of community life. Not only has student performance improved, but related to this improvement--and we believe contributing substantially to it--are the opportunities that parents have had for employment and other upgrading experiences which they have taken advantage of.

We, therefore, call on you to use the full power of your office to see that these programs continue without interruption or reduction. If our petitions will be of assistance to you in influencing decisions relating to our concerns, please contact us and we will immediately forward copies. We also request that you help us find other ways to insure that these categorical aid programs are maintained.

Cordially,

(Mrs.) Sara James, Chairperson
Region Nine Board of Education

5560 Trombley
Detroit, Michigan 48214
March 27, 1978

Mrs. Erma Henderson
President
Detroit Common Council
1340 City County Building
Two Woodward Avenue
Detroit, Michigan 48226

Dear President Henderson:

The Decentralization Task Force sent copies of the enclosed petitions to the State Senators defending decentralization. The Task Force is strongly opposed to placing decentralization on the ballot for referendum. We urge you to share these petitions with members of the Common Council in an effort to encourage them not to place the issue of a decentralized school system on the ballot for referendum vote.

The reason why we are opposed to the referendum regarding decentralization is that the news media has taken a highly biased attitude to this issue. The biased attitude of the media will definitely destroy any fair chance that this issue will have in receiving an impartial vote.

Sincerely yours,

Chairman
Petitions/Letter Writing Committee
Decentralization Task Force

SCHOOL-COMMUNITY RELATIONS COMMITTEE
Mrs. Chris Bush, Facilitator
1598 Ash
Detroit, Michigan 48216

March 6, 1978

Senator Donald Riegle, Jr.
Room 253
Russel Office Building
Washington, D. C. 20510

Dear Sir:

As a community person who has benefited from community education and who has seen my neighborhood benefit, I am writing to ask you to co-sponsor a bill on Community Education.

It helps when our schools are available for community use, when programs for all ages are available and when there are trained persons to help us solve community problems.

Please do all you can to help make these services available on an ongoing basis.

Very truly yours,

Chris Bush
Facilitator

PG/ap

cc: Senator Harrison Williams

REGION NINE COUNCIL CHAIRPERSONS' ORGANIZATION
c/o Room 412, 5057 Woodward Avenue
Detroit, Michigan 48202
Telephone: 494-2152

January 24, 1979

Mr. George Bell
President
Central Board
5057 Woodward
Detroit, Michigan 48202

Dear Mr. Bell:

I am writing to let you know that the chairpersons of Region Nine school-community councils are deeply concerned about and opposed to the opening of a half-way house in the 20 Grand Motel, which is located across the street from Murray-Wright School.

We understand the necessity for and value of half-way houses. We believe, however, that their location should be carefully determined. We believe there should be a law preventing their location near schools. We also feel they should be distributed throughout the city and not concentrated in one neighborhood.

We call upon you to use your influence to prevent the placement of this and other facilities of this kind so near our schools.

We would appreciate hearing from you regarding your reaction to this request.

Very truly yours,

Patricia Harrison
Facilitator

PG/kdc

cc: Central Board Members

STEERING COMMITTEE

Patricia Harrison, Facilitator

Grady Jones
Brenda Canada

Brenda Carry
Huelean Mills
Beatrice Steward

Barbara Guinn
Myrtle Roberts

GUIDES TO MAKING PRESENTATIONS AT PUBLIC HEARINGS

1. Give your name and the details as you wish them to be recorded.
   Example: Miss, Mrs., Ms., Mr.

2. Indicate whom you represent. I speak . . .

   a. As an individual
   b. As (president, chairman, member, etc.) of (Name of organization or group)--if a school, indicate elementary, middle, senior high

3. Indicate your position __________________________
   Pro or Con __________________
   In support of or opposed to ______________________

4. Clarify your position
   Example: As a parent, I believe . . .
   As a taxpayer, I believe . . .
   We, as representatives of (state group), take the position that . . .

5. Make each point very precisely
   Example: Position Number 1 is . . .
   Reason Number 1 is . . .
   Our first reason for opposing/supporting is . . .
   Our second reason is . . .

   In general: No more than five points should be presented by any one speaker.

   If you have more than five points, introduce your planned follow-up person by a statement such as:

   Dr. Smith will complete our position.

6. Make a summary statement which once again clarifies your position, pro/con, and briefly outlines major reasons.

   Reminders:

   a. Examples may help, but they can also sidetrack.
   b. Maintain emotional stability, especially anger and attack behavior.
   c. Stick to the issue at hand--don't cover all the wrongs of society.
   d. Be prepared, be patient--do not use the language of others; be yourself.

7. If possible, have backup copies of your main points in writing, legible and neat--distribute if requested for members of the press.

8. Beware of overly boisterous supporters, slogans, signs, etc. They can weaken your case.

IN GENERAL, BE HEARD -- BE PRECISE -- BE BRIEF -- BE SEATED

PLANNERS AND DOERS

GOALS:

1. To learn about:

   - the processes of team planning.
   - problems of communication between a planning group and a doing group.
   - problems with which a group must cope when carrying out a plan it did not make itself.

2. To simulate some problems that occur when one team plans something for another team to carry out.

3. To explore both helpful and hindering communication behaviors in assigning and carrying out a task.

GROUP SIZE:

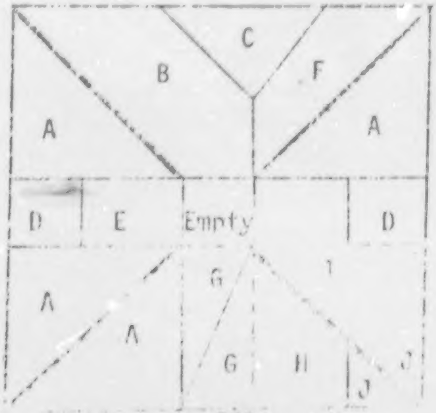
The exercise is carried out by independent clusters of 10 to 12 persons. Each cluster is divided into three sub-groups. Four persons serve as "planners," four as "doers," and the remaining two to four as observers.

TIME:

1-1/2 hours.

MATERIALS NEEDED:

1. Sixteen flat pieces of cardboard which form a square--one set for each cluster. See diagram.



2. Briefing sheet for each planning team
3. Briefing sheet for each doing team
4. Briefing sheet for each member of the observing team
5. Paper and pencils

PHYSICAL SETTING:

1. A large room (large enough for each cluster to work independently without overhearing another group)
2. A separate location where the doing teams can wait and complete their tasks

PROCEDURE:

Prior to the exercise, the instructor must make and organize the puzzle pieces.

In placing the pieces in four piles on the table of each cluster, the exact distribution is not crucial. As an example, using the letter in the figure to identify the pieces (there should not be any labels actually marked on the pieces), one way to make four sets would be as follows:

1. A, B, I, G
2. A, C, D, H
3. A, D, F, J
4. A, E, J, G

On the diagram, the diagonal lines are slightly thicker than the others to give the planners a hint of a way in which they might organize their instructions to the operators.

1. The instructor states that this is a simulation in which planners instruct doers to carry out a task. The group is divided into four-person planning teams, four-person doing teams and observers. Observers step out of the room to be briefed by the instructor. Doers step out into the adjoining waiting room. The four planners sit around their cluster table to get acquainted.
2. Out of earshot of both the planners and doers, the instructor briefs observers on what to look for in the planning, communicating and implementing stages of the exercise. He gives each observer a copy of the Briefing Sheet for Observing Team.

3. The instructor hands out Briefing Sheets for Planning Team and puzzle materials to planning teams. He reads through the briefing sheets orally and planners begin their task. He emphasizes the time at which they must conclude their planning. The planning gets under way.

4. The instructor then goes to the room where the doing team wait, to tell them of their task during the waiting period. Essentially, this task is to discuss:

    a. How they feel while waiting to be instructed.
    b. How a person can prepare himself for an unknown task. They are told that their planning teams may summon them to the room at any time, but if they are not called in prior to five minutes before the starting of the task, they are to "report for work" anyway. An instruction sheet for doers is given to each group.

5. As the planning is completed, each planning team calls its respective doing team to give them their instructions.

6. At the end of 45 minutes, the instructor calls time and instructs planners to step back from the table and to remain silent as the doing teams begin.

7. Doers complete the task according to their instructions, taking as much time as necessary. The observers watch the process, making notes of the efficiencies and difficulties.

8. Discussion follows the task completions. This includes insights from the observers, planners and doers. See "Learning Experiences" sheet for situations to become aware of and for suggested discussion questions.

Briefing Sheet for Observing Team

You will be observing a planning team as they decide how to solve a problem and give instructions to a doing team, so that they can carry out the solution. The problem consists of assembling 16 flat pieces into the form of a square containing an empty square in its middle. The planning team is supplied with a diagram of the assembled pieces. This team is not to assemble the pieces itself but is to instruct the doing team on how to do the assembling in a minimum time. You will be silent observers throughout the process.

Suggestions

1. Each member of the observing team should watch the general pattern of communication but give special attention to one member of the planning team (during the planning phase) and one member of the doing team (during the assembling phase).

2. During the planning period, watch for the following behaviors:

    a. Is there balanced participation among planning team members?
    b. What kinds of behavior block or facilitate the process?
    c. How does the planning team divide its time between planning and instructing? (How early does it invite the doing team to come in?)
    d. Does the team decide that certain members should do one thing during the instruction and other members other things? If so, how do they decide this?

3. During the instructing period, watch for the following behaviors:

    a. At the beginning of the instruction, how do the planners orient the doers to their task?
    b. What assumptions made by the planning team are not communicated to the doing team?
    c. How effective are the instructions?
    d. Does the doing team appear to feel free to ask questions of the planners?

4. During the assembly period, watch for the following behaviors:

    a. What evidence do the doing team members exhibit that instructions were clearly understood or misunderstood?
    b. What non-verbal reactions do planning team members exhibit as they watch their plans being implemented or distorted?

Briefing Sheet for the Planning Team

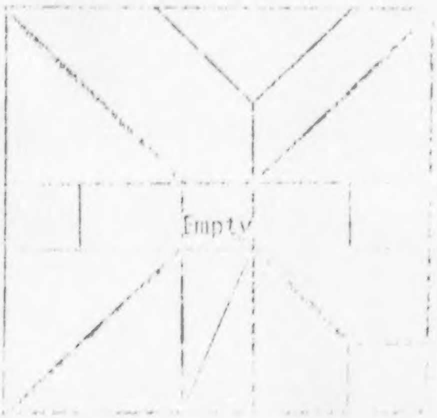
1. Your team is responsible for planning how a task can be accomplished and for giving instructions to another team so they can actually complete the task.

2. You have 45 minutes in which to do two things--to plan how to fit the pieces together to complete the puzzle and to instruct the doing team how to do this job.

3. Each of you has four pieces of the puzzle. However, you are not to put the puzzle together yourselves, or even to move the pieces. You are only to plan the most efficient way in which the pieces can be arranged in a minimum amount of time in order to make the design. You are not permitted to give a drawing of the overall design to the doing team.

4. The diagram at the bottom of this page shows how the pieces are to be arranged to complete the puzzle. The final assembly is 12 inches square with an empty square of about one inch at the center.

5. As soon as you have arrived at a viable plan, both for completing the puzzle and for communicating your strategies, you are to call your doing team in and give them instructions. These instructions should facilitate the successful completion of the task in minimal time. After exactly 45 minutes, time will be called and the doers must go into operation with no further instructions or help from the planners.



Briefing Sheet for the Doing Team

1. Your team of four people will have the responsibility of carrying out a task according to the instructions given you by the planning team.

2. Your task will begin 45 minutes from now.

3. Your planning team may call you in for instruction at any time during the next 40 minutes.

4. If they do not summon you during the next 40 minutes, you must report to them on your own initiative at the end of 40 minutes.

5. You may send notes to the planners, and they may send notes in reply.

6. While you wait for a call from your planning team, do the following:

    a. Individually, write on a piece of paper the concerns you feel while waiting for the instructions.

    b. As a group, think of anything you can that might help you to follow instructions or hinder you in doing so. Write the things that are working for you on one sheet of paper and the things that are working against you on another.

    c. How can the four of you organize as a team to receive and follow the instructions? Make notes on a sheet of paper.

    d. Keep handy the sheets on which you have written your ideas. You may find them useful during the discussion that takes place after you have completed the task.

7. Once you have begun the task, your planning team will not be allowed to give you any further instructions. Finish the assigned task as rapidly as possible.

Learning Experiences

Here are some kinds of learning that typically take place during this exercise:

1. There is considerable frustration in planning something which someone else has to carry out when you yourself are restricted from doing the operation.

2. Planning is a very seductive task which so absorbs the interest and attention of planners that they often forget what their doing team is experiencing. Doers are often anxious because the task is unknown, but this concern does not usually enter the minds of the planners.

3. Planners frequently spend so much time planning the activity that they do not allow sufficient time to communicate their plan adequately to the doers, with the result that a good deal of planning effort is wasted.

4. Planners often put limitations on themselves that do not actually appear in the instructions, thereby making their task more difficult.

5. Planners often fail to use all the resources at their disposal to solve the problem.

6. In communicating a plan to the doing team, planners frequently fail to take into account the doers' anxieties, their needs for being physically comfortable in the environment, etc. In other words, their preoccupation with giving information under pressure tends to blind the planners to the needs the doing team is experiencing, and this often reduces the efficacy of the communication.

7. Planners frequently use an inefficient means for communicating their instructions; that is, they frequently depend on instructions in writing, which are usually very cumbersome, rather than taking the time to give oral instruction.

8. Doers sometimes develop some feelings of antagonism toward their planners while they are waiting for their instructions. They are upset when they are called to the room late by their planners and have seen other doing teams called in earlier.

9. Sometimes doing teams set up their own organizational structure; that is, they select a leader who is to receive instructions and then give them guidance, but this whole structure is typically ignored by the planners, who usually never suspect that such an organization exists.

There is considerable variability in the amount of time groups take to complete the active part of the problem. After completion, the discussion should focus on parallels between the participants' reactions during the exercise and the ways in which they work with each other in the ordinary school situation.

Some questions to guide the discussions are:

1. What parallels did you notice between the exercise and what goes on in our school?
2. What happened in the exercise that was similar to or different from the way we do things in the school?
3. What could have been done by the planners or by the doers to improve on the performance of your group during the exercise?
4. Are any of the procedures discussed in question three courses of action that might be taken to improve the organizational functioning of our school?

ASSESSMENT INSTRUMENT
FOR
MODULE III

III.

DIRECTIONS: Answer the following questions true or false. Circle your answer.

1. Saying words like these destroys ideas for solutions:
   --We've never done it that way.
   --Good ideas, but our school is different.
   --Too much paperwork.
   --Too hard to administer.

   TRUE FALSE

2. Circle true the items that help a group work together. Circle false the items that make group-work difficult.

   a. Discussion leaders should tell others that their opinions are right/wrong.

      TRUE FALSE

   b. Discussion leaders should encourage the group to come to an agreement.

      TRUE FALSE

   c. In a discussion it is better to say I than we, he, she, they.

      TRUE FALSE

   d. In a discussion you could repeat what someone else said and ask whether you understood correctly.

      TRUE FALSE

   e. In a discussion you could mention the feelings of another person in the group.

      TRUE FALSE

   f. In a discussion you could tell another person that her/his feelings are right/wrong.

      TRUE FALSE

   g. In a discussion you can be warm towards others.

      TRUE FALSE

   h. In a discussion you could gently interrupt if a member talks for a long time.

      TRUE FALSE

i. In a discussion you could ask a member who has said nothing to share his/her ideas.

TRUE FALSE

* * * * * * * * * *

List three community council activities to support school programs.

* * * * * * * * * *

Circle the right answer:

To inform your elected official, you may:

write a letter . . . . TRUE FALSE

send a telegram . . . . TRUE FALSE

telephone . . . . TRUE FALSE

testify at a public hearing . . . TRUE FALSE

CIRCLE THE RIGHT ANSWER.

When informing your elected official, you will be more effective if you:

1. are brief

   TRUE FALSE

2. use your own stationery for writing a letter

   TRUE FALSE

3. demand the official vote the way you want him to

   TRUE FALSE

4. quote the name and number of the bill

   TRUE FALSE

5. thank the official for doing something you liked

   TRUE FALSE

6. express anger

   TRUE FALSE

7. worry about perfect English

   TRUE FALSE

III.

DIRECTIONS: Answer the following questions true or false.
Circle your answer.

1. Saying words like these destroys ideas for solutions:
   --We've never done it that way.
   --Good ideas, but our school is different.
   --Too much paperwork.
   --Too hard to administer.

   [✓ TRUE] FALSE

2. Circle true the items that help a group work together.
   Circle false the items that make group-work difficult.

   a. Discussion leaders should tell others that their opinions are right/wrong.

      TRUE [✓ FALSE]

   b. Discussion leaders should encourage the group to come to an agreement.

      [✓ TRUE] FALSE

   c. In a discussion it is better to say I than we, he, she, they.

      [✓ TRUE] FALSE

   d. In a discussion you could repeat what someone else said and ask whether you understood correctly.

      [✓ TRUE] FALSE

   e. In a discussion you could mention the feelings of another person in the group.

      TRUE [✓ FALSE]

   f. In a discussion you could tell another person that her/his feelings are right/wrong.

      TRUE [✓ FALSE]

   g. In a discussion you can be warm towards others.

      [✓ TRUE] FALSE

   h. In a discussion you could gently interrupt if a member talks for a long time.

      [✓ TRUE] FALSE

i. In a discussion you could ask a member who has said nothing to share his/her ideas.

[✓ TRUE] FALSE

* * * * * * * * * * *

List three community council activities to support school programs.

* * * * * * * * * * *

Circle the right answer:

To inform your elected official, you may:

write a letter . . . . [✓ TRUE] FALSE
send a telegram . . . . [✓ TRUE] FALSE
telephone . . . . TRUE [✓ FALSE]
testify at a public hearing . . [✓ TRUE] FALSE

CIRCLE THE RIGHT ANSWER.

When informing your elected official, you will be more effective if you:

1. are brief

   [✓ TRUE] FALSE

2. use your own stationery for writing a letter

   [✓ TRUE] FALSE

3. demand the official vote the way you want him to

   TRUE [✓ FALSE]

4. quote the name and number of the bill

   [✓ TRUE] FALSE

5. thank the official for doing something you liked

   [✓ TRUE] FALSE

6. express anger

   TRUE [✓ FALSE]

7. worry about perfect English

   TRUE [✓ FALSE]

TRANSPARENCIES

FOR

MODULE III

MODULE 3 PERFORMANCE OBJECTIVES

UPON COMPLETION OF THE MODULE YOU SHOULD BE ABLE TO:

1. USE AT LEAST TWO COMMUNICATION PROCEDURES (E.G., LETTERS AND PETITIONS) FOR LOBBYING STATE DEPARTMENT PERSONNEL (E.G., STATE LEGISLATORS, STATE BOARD OF EDUCATION, CONGRESS) REGARDING A LOCAL SCHOOL PROGRAM.

2. LISTEN TO OTHERS, ASSIMILATE THEIR INFORMATION, EXPRESS OPINIONS, ACCURATELY FOLLOW DIRECTIONS, AND WRITE CLEAR AND CONCISE DIRECTIONS.

3. IDENTIFY AT LEAST TWO SCHOOL PROGRAMS AND GENERATE THREE ALTERNATIVE WAYS TO SUPPORT EACH PROGRAM.

ESTABLISHING A PURPOSE

GOAL:

TO ARRIVE AT A CONCENSUS STATEMENT REGARDING THE "PURPOSE" FOR STRUCTURING A COMMUNICATION NETWORK IN A SCHOOL.

KILLER PHRASES ACTIVITY

GOAL:

TO EXAMINE THE EFFECTS OF VERBALLY STATED GENERALIZATIONS DURING A CREATIVE THINKING PROCESS.

COMMUNITY SUPPORT OF SCHOOL PROGRAMS: PRESENT AND POTENTIAL PERSPECTIVES

GOALS:

1. TO ENCOURAGE PARTICIPANTS TO INVESTIGATE BOTH THE PRESENT MEANS AND FUTURE POSSIBILITIES WITH REGARD TO COMMUNITY SUPPORT OF SCHOOL PROGRAMS.
2. TO GENERATE IDEA SHARING AMONG PARTICIPANTS AS WELL AS AWARENESS OF EACH OTHER'S EFFORTS WITH REGARD TO COMMUNITY SUPPORT OF SCHOOL PROGRAMS.
3. TO PROVIDE PARTICIPANTS WITH A NUMBER OF STRATEGIES THAT MAY BE USED IN THEIR COUNCILS TO SUPPORT SCHOOL PROGRAMS.

LOBBYING
STATE DEPARTMENT
PERSONNEL

GOAL:

TO HELP PARTICIPANTS DEVELOP AT LEAST THREE TECHNIQUES FOR LOBBYING STATE DEPARTMENT PERSONNEL (LEGISLATORS, STATE BOARD OF EDUCATION, CONGRESS) REGARDING LOCAL SCHOOL PROBLEMS, ISSUES, AND CONCERNS.

PLANNERS AND DOERS

GOALS:

1. TO LEARN ABOUT:
    - THE PROCESSES OF TEAM PLANNING
    - PROBLEMS OF COMMUNICATION BETWEEN A PLANNING GROUP AND A DOING GROUP
    - PROBLEMS WITH WHICH A GROUP MUST COPE WHEN CARRYING OUT A PLAN IT DID NOT MAKE ITSELF

2. TO SIMULATE SOME PROBLEMS THAT OCCUR WHEN ONE TEAM PLANS SOMETHING FOR ANOTHER TEAM TO CARRY OUT.

3. TO EXPLORE BOTH HELPFUL AND HINDERING COMMUNICATION BEHAVIORS IN ASSIGNING AND CARRYING OUT A TASK.

PARLIAMENTARY PROCEDURES

CBE WORKSHOP

Competency-Based Education:

Leadership Training for Community Council Members

Day 4

Planning an Agenda
Conducting a Meeting
Recording Minutes
Participating as a Council Member

Workshop Schedule

1:00 - 1:15	Housekeeping Plan for the Day Ice Breaker
1:15 - 2:45	Basic Parliamentary Procedures for Community Council Members
2:45 - 3:00	Break
3:00 - 4:50	Practice in Parliamentary Procedures
4:50 - 5:00	Workshop Evaluation and Closing

MODULE GOAL

This module is designed to provide you with information regarding basic parliamentary procedure. The module will assist you in learning how to conduct an orderly council meeting.

MODULE PERFORMANCE OBJECTIVES

Upon completion of the module, you should be able to:

1. Conduct a simulated, orderly council meeting during which you use parliamentary procedures, delegate responsibility and involve a majority of members in council discussions.
2. Participate in a council meeting during which you demonstrate ability: to listen to others--assimilating their information; to express opinions; and to adhere to parliamentary procedures.
3. Describe council actions in a three-minute oral report at a simulated council meeting.

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PARLIAMENTARY PROCEDURE

GOALS:

1. To provide council members and chairpersons with information regarding basic parliamentary procedure.
2. To provide council members and chairpersons with practice and helpful suggestions for planning and conducting orderly, interesting meetings.

MATERIALS:

Copies of the following handouts for each participant:

- Example of an Agenda
- Types of Motions
- Types and Methods of Voting
- What is Included in the Minutes?
- Minutes of Previous Meeting
- Duties and Responsibilities of Officers
- Group Simulation Activity

TIME:

3-1/2 to 4 hours

GROUP SIZE

Regional Teams (40 persons maximum)

PHYSICAL ARRANGEMENTS:

1. Participants are divided into work groups of ten people.
2. Round tables are used for each working group.
3. There should be ample working space between groups so that one group discussion does not interfere with another.

PROCESS

1. Workshop leader should say to participants that in order to have a good meeting, careful planning and preparation should have taken place, and certain arrangements should be made prior to the meeting.

   As a total group, brainstorm a list of things that a good council chairperson would have done before the meeting. (Workshop leader should list suggestions on the board or newsprint, e.g., arrangement of the room, secretary ready to take minutes, adequate publicity, agenda available, speakers reminded.)

   The chairperson should also have hostesses available to meet new parents and find out if they have questions on their minds. Appropriate activities should be available for early arrivals (e.g., display of interest materials, small group "get acquainted" activities). (20 minutes)

2. Developing the Agenda

   Briefly explain to the participants that "an agenda is a list of topics or problems to be discussed." The agenda provides an "order of service" for the council meeting.

   The method by which an agenda is developed is critical. Ideally, it should flow from all participants in a group meeting. Traditionally, however, the leader builds the agenda before the meetings begin. This often stifles the productivity of the group. Instead, the development of the agenda can be the first activity of the group meeting.

   Generally, agenda building follows a three-step procedure: 1) listing of topics; 2) setting priorities; and 3) time budgeting.

   Listing of Topics. Ask participants to suggest possible topics for a council agenda. Write topics on the chalkboard or newsprint. The chairperson also lists topics of interest to him or items referring to leftover business.

   Setting Priorities. When the list of topics is completed, the workshop leader initiates a brief discussion on which items to handle first. As the discussion proceeds, he numbers each item to show its rank order.

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Time Budgeting. The third task for the group is to determine how much time is to be spent on each item. Usually, the member offering an agenda item can indicate whether the topic is a "quickie" or whether it requires 10, 15, or 30 minutes of discussion. (30 minutes)

3. Parliamentary Procedures

Workshop leaders should read the following statement to participants:

"Community groups and similar organizations often misunderstand the real function of good parliamentary practice. Used properly, parliamentary procedure is one of the most effective means by which individuals can take orderly action as a group. One can give full consideration to any matter of common interest, encourage common sense minority discussion on each question, then act according to the will of the majority--all with a minimum waste of time. Its purpose is not to inject unnecessary formality into a meeting, nor is it to prevent a free expression of opinion."

Briefly explain: 1) the order of business; 2) types of motions; 3) types and methods of voting; 4) what is included in the minutes; and 5) the duties of officers.

Divide group into three regional teams. Distribute simulation activity and ask each group to:

a. select a chairperson and secretary
b. begin meeting
c. make and discuss motions**
d. adjourn meeting, report back results

**After chairperson calls meeting to order, move directly to new business. You are to make motions which will result in the necessary planning and action for the social activity to take place. Follow correct parliamentary procedure as best as you can. The secretary is to take minutes of the meeting.

After 20 minutes, the meeting will adjourn. The secretary will report what took place and discussion will follow. (1-1-1/2 hours)

HOW WOULD YOU RATE? (A PRE-TEST)

Parliamentary Procedure

If you were asked to:

_____ Plan an agenda

_____ Conduct a meeting

_____ Record minutes

_____ Present a report

_____ Introduce new business

_____ Debate a motion

_____ Handle an election

_____ Encourage participation by all members

_____ Discourage talkative members

_____ Participate as a member

SCORE 10 POINTS FOR EACH "YES."

PLEASED WITH YOUR SCORE? IF NOT, WHY NOT DO SOMETHING ABOUT IT?

GROUP ACTIVITY

Directions: Read information below and then follow "steps" to complete your task.

Name: Riverview School Community Council

Background: Riverview is a desegregated elementary school of 875 students (K-5) located on the far west side near the Region. Four hundred (400) of Riverview's students live in the surrounding community which is predominantly black. Two hundred and seventy-five (275) white students are bused to Reverview from a predominantly white community. Students are doing well academically, scoring slightly better than the Region average on their standardized tests. There have been no major problems at Riverview.

The Issue: The Community Council wishes to plan a social activity in an attempt to encourage parental involvement in school affairs. Attendance at meetings is running at about 40%. Turnout for parent/teacher conferences has been good, but it is difficult to get parents involved in school affairs at other times.

Your Task: Steps:

1. Select/appoint a chairperson and secretary
2. Begin meeting
3. Make and discuss motions*
4. Adjourn meeting, report back results

*After chairperson calls meeting to order, move directly to new business. You are to make motions which will result in the necessary planning and action for the social activity to take place. Follow correct parliamentary procedure as best you can. The secretary is to take minutes of the meeting.

After 15-20 minutes, the meeting will adjourn. The secretary will report what took place and discussion will follow.

ORDER OF BUSINESS/AGENDA

1. Meeting is called to order.
2. Roll Call (of officers)
3. Minutes of Previous Meeting
4. Officers' Reports
    - a. President/Chairperson
    - b. Vice president/vice chairperson
    - c. Treasurer
    - d. Secretary (recording/corresponding)
5. Committee Reports
6. Unfinished Business
7. New Business
8. Adjournment

TYPES OF MOTIONS

1. Main Motion. Introduces an action to the group for its consideration. Only one main motion "on the floor" at a time. It is debatable and amenable, e.g., "I move that we purchase a Panasonic tape recorder, cost $49, for the reading lab, and that the administration submit the proper forms and request."

2. Privileged Motion. Refers to an action to the group for its consideration, e.g., "I move we recess for five minutes."

3. Subsidiary Motion. A motion applied to other motions; to alter, postpone, or set aside the main motion, e.g., "I move to amend the motion to purchase a tape recorder by striking the word Panasonic." or "I move to refer this motion to the finance committee." or after discussion has been going on for some time, "I call the previous question (close debate)."

4. Incidental Motion. Used in conducting business, must be disposed of before action is taken on motion out of which it arises, e.g., "Point of Information--do we have enough money to buy a tape recorder?" or "Point of Order--we haven't voted on the amendment yet!"

5. Renewal Motions. Brings to the floor a motion that once has been considered, e.g., "I move we reconsider the vote on the motion to purchase a tape recorder."

All main motions and most other motions must have a "second" to be considered.

Always vote on amendments before voting on the motion to which it is applied.

TYPES AND METHODS OF VOTING

Common types of voting:

1. Majority--more than 1/2 of votes cast
2. Two-Thirds (2/3)--2/3 of votes cast
3. General Consent--all agree; shortcut

Common methods of voting:

1. Voice vote--"Aye" (yes), "no"
2. Show of hands
3. Rising
4. Secret ballot (used for elections)
5. Roll call

MINUTES

The minutes of a meeting are a record of what was done and not of what was said. Generally, the personal opinions of members should be left out. The name of the maker of a motion should be stated. When a motion is very important, include the count of the votes. The minutes should contain the following information:

1. Kind of meeting (regular or special)
2. Name of organization
3. Date and place of meeting
4. Roll call of officers
5. Approval of previous minutes
6. All reports and action taken
7. All main motions, passed or defeated
8. All other motions passed which contain information needed at future meetings
9. Adjournment
10. Signature

MINUTES OF PREVIOUS MEETING

The regular November meeting of the Riverview School Title I Advisory Council was held on November 1, 1977. The meeting was called to order by the president at 7 p.m. The following officers were present: President, Vice-president, Recording Secretary.

The minutes of the previous meeting were read and approved.

The president reported that elections for officers would be held at the December meeting. A nominating committee was appointed.

The Treasurer reported that the balance of the checking account was $500. Membership dues were collected from all members.

The Social committee reported on plans for the upcoming Christmas Party. Tickets will be sold to all members at $5 each.

There was no unfinished business.

Under new business, member Jones moved to change the time of the meetings from 7 p.m. to 6 p.m. The motion was seconded (supported) and discussed. The motion carried.

Member Smith moved to request a report from the Title I Coordinator on the number of Title I students at Riverview. The motion was seconded (supported) and discussed. Member Brown moved to amend the motion to include information on the number of students over the last five years. The amendment was discussed. A vote was taken and the amendment was defeated. The motion was defeated.

A motion was made to adjourn, it was supported, the motion carried and the meeting was adjourned at 8:15 p.m.

Respectfully submitted,

EXAMPLE OF MINUTES

The regular meeting of the Springfield Civic Association was held April 6, 1961 in the American Legion Hall. The meeting was opened by the Chairman, Mr. Wilde, at 8:35 p.m. The minutes were read by Mr. Murray, the Secretary, and were approved as read. The Treasurer reported a balance of $671.87. There were no standing committee reports. Mr. Byrnes reported for the special committee a resolution that was discussed, amended, and then adopted:

Resolved, that the Springfield Civic Association go on record as wholeheartedly supporting the bond issue for the replacement of the Central Fire House.

The motion to sponsor a Christmas Party, having been set as a general order for this meeting, was taken up, and, after debate and amendment, was adopted in the following form:

Resolved, that a committee of three be elected to run a a Christmas Party at the County Orphanage on December 23, and that the committee be allowed to spend up to $75 on food, decorations and gifts.

Messrs. Cole, White and Middleton were elected to the committee. During the debate on the above, Mr. Watson, who had voted for the Fire House motion, moved to have that vote reconsidered. The reconsideration was not called up. Mr. Cole moved to take from the table the motion suggesting meeting in the Presbyterian Church Hall, which had been tabled at the last regular meeting. After a voice vote was taken, Mr. Franco moved that the vote be retaken by standing count, which was adopted by general consent. The motion to take from the table carried, 28 votes for, 24 against. Attached to the motion to table was the following:

> Move that the subject motion be referred to the program and arrangements committee, with instructions to investigate other possible meeting places and to report on their comparative merits at the May meeting.

The motion to refer was carried in that form.

On the motion Mr. Byrnes. the meeting adjourned at 10:45 p.m.

Mr. Murray
SECRETARY

CONTENTS OF MINUTES

The boxes in the illustration include the formal information that should be in the minutes:

Line 1: Type of meeting; whether it is regular, special, adjourned regular, or adjourned special

Line 1: Organization name

Line 2: Date of meeting

Line 2: Place of meeting; required only when there is not a regular meeting place, or when the place is changed

Line 3: Person presiding; whoever presides (regularly or not)

Line 3: Time of opening

Line 4: Secretary; whether or not it is the regular secretary

Line 34: Time of closing

Line 35: Signature; chairman may also be required to sign

ADDITIONAL NOTES

Line 3: If the chairman is not present, the minutes should say "In the absence of the chairman, ______ presided."

Line 4: A similar form is used in the absence of the secretary. If the minutes of previous meeting were corrected, these minutes would read, "And, as corrected by Mr. Henry to read, . . . were approved."

Line 6: Indicate by whom reports and motions are made; the names of seconders are not included.

Line 12: The secretary should keep a record of all general and special orders. It should be possible to find reference to this order in the minutes of an earlier meeting.

Line 20: The secretary keeps a record of motions to reconsider because these motions can be called up at a later date.

Line 30: The actual count is recorded. Had the vote been taken by roll call, the vote of every member present would be included in the minutes.

Line 35: "Respectfully submitted" is not acceptable.

DUTIES AND RESPONSIBILITIES OF OFFICERS

Depends on By-laws, but generally:

President or Chairperson:

1. presides at all meetings
2. fixes time and dates for meetings (if not done in by-laws)
3. calls all special meetings
4. sets agenda for meetings
5. may serve as ex-officio member on committees
6. provides leadership and direction for organization
7. makes appointments to committees

Vice-president or Vice-chairperson:

1. presides at meetings in president's absence
2. assists and aids president
3. may chair specific committees

Treasurer:

1. keeps accurate records of all finances
2. reports financial status regularly
3. collects dues
4. pays bills, disburses funds

Secretary:

Recording: keeps accurate record of all meetings (attendance, minutes, etc.)

Corresponding: sends out notices of meetings, conducts any correspondence as delegated by organization

ASSESSMENT INSTRUMENT

FOR

MODULE IV

IV.

PARLIAMENTARY PROCEDURE

Circle the right answer.

1. Motions must have a "second" to be considered.

TRUE	FALSE

2. Parliamentary procedure wastes the time of the school community council.

TRUE	FALSE

3. Parliamentary procedure leads to actions according to majority vote.

TRUE	FALSE

ORDER OF BUSINESS/AGENDA

_____ Minutes of previous meeting

_____ Adjournment

_____ Roll call of officers

_____ Officer reports

_____ Committee reports

_____ Meeting is called to order

_____ New Business

Number the items 1 to 7 in the way they should follow each other.

* * * * * * * * * * *

Circle the right answer:

The minutes are a record of what was

felt

said

done

Circle the right answer.

1. More than 1/2 of the votes is:

   minority

   general consent

   majority

2. All agree without a motion or formal vote, is:

   minority

   general consent

   majority

* * * * * * * * * * *

MINUTES

_____ Signature

_____ Kind of meeting

_____ Roll call of officers

_____ Name of organization

_____ Date and place of meeting

_____ All main motions passed

_____ Approval of previous minutes

_____ Adjournment

Number the items 1 to 8 in the way they should follow each other.

IV.

PARLIAMENTARY PROCEDURE

Circle the right answer.

1. Motions must have a "second" to be considered.

   [✓ TRUE] FALSE

2. Parliamentary procedure wastes the time of the school community council.

   TRUE [✓ FALSE]

3. Parliamentary procedure leads to actions according to majority vote.

   [✓ TRUE] FALSE

ORDER OF BUSINESS/AGENDA

3 Minutes of previous meeting
7 Adjournment
2 Roll call of officers
4 Officer reports
5 Committee reports
1 Meeting is called to order
6 New business

Number the items 1 to 7 in the way they should follow each other.

* * * * * * * * * * *

Circle the right answer:

The minutes are a record of what was

felt

said

[✓ done]

Circle the right answer.

1. More than 1/2 of the votes is:

minority

general consent

[✓ majority]

2. All agree without a motion or formal vote, is:

minority

[✓ general consent]

majority

* * * * * * * * * * *

MINUTES

8 Signature

1 Kind of meeting

4 Roll call of officers

2 Name of organization

3 Date and place of meeting

6 All main motions passed

5 Approval of previous minutes

7 Adjournment

Number the items 1 to 8 in the way they should follow each other.

TRANSPARENCIES
FOR
MODULE IV

MODULE 4 PERFORMANCE OBJECTIVES

UPON COMPLETION OF THE MODULE YOU SHOULD BE ABLE TO:

1. CONDUCT A SIMULATED ORDERLY COUNCIL MEETING DURING WHICH YOU USE PARLIAMENTARY PROCEDURES, DELEGATE RESPONSIBILITY, AND INVOLVE A MAJORITY OF MEMBERS IN COUNCIL DISCUSSIONS.

2. PARTICIPATE IN A COUNCIL MEETING DURING WHICH YOU DEMONSTRATE ABILITY: TO LISTEN TO OTHERS--ASSIMILATING THEIR INFORMATION; TO EXPRESS OPINIONS; AND TO ADHERE TO PARLIAMENTARY PROCEDURES.

3. DESCRIBE COUNCIL ACTIONS IN A THREE-MINUTE ORAL REPORT AT A SIMULATED COUNCIL MEETING.

PARLIAMENTARY PROCEDURES

GOALS:

1. TO PROVIDE COUNCIL MEMBERS AND CHAIRPERSONS WITH INFORMATION REGARDING BASIC PARLIAMENTARY PROCEDURES.

2. TO PROVIDE COUNCIL MEMBERS AND CHAIRPERSONS WITH PRACTICE AND HELPFUL SUGGESTIONS FOR PLANNING AND CONDUCTING ORDERLY, INTERESTING MEETINGS.

PLANNING A "BACK HOME" LEADERSHIP WORKSHOP

CBE WORKSHOP

Competency-Based Education:

Leadership Training for Community Council Members

Day 5

Planning Back Home Leadership Workshops

Workshop Schedule

1:00 - 1:15	Housekeeping Plan for the Day Ice Breaker
1:15 - 2:00	Identifying, Ranking and Selecting Topics/Ideas for Back Home Leadership Workshops
2:00 - 3:00	Developing a Plan of Action for Back Home Leadership Workshops
3:00 - 3:15	Break
3:15 - 3:45	Sharing Workshop Plans with Other Groups
3:45 - 4:30	Review of Workshop Materials and Media Using Workshop Skills in Council Meetings
4:30 - 5:00	Workshop Evaluation Awarding of Certificates Closing

MODULE GOAL

This module is designed to help you, as a member of a regional team, develop plans for a leadership workshop that will be implemented during 1979-80. You will use the information and skills acquired in the CBE Workshop as a basis for determining the content of the "back home" workshop.

MODULE PERFORMANCE OBJECTIVES

Upon completion of the module, you should be able to:

1. Generate a list of current, real and appropriate topics for a "back home" leadership workshop. Design a related workshop which includes the purpose, materials, procedures and resources.
2. Determine delivery responsibility for implementing the leadership workshop.

PLANNING "BACK HOME" LEADERSHIP WORKSHOPS

GOALS:

1. To broaden participant understandings regarding factors which contribute to successful leadership workshops.
2. To develop, as a regional team, plans for a "leadership Workshop" that the regional team is willing to carry through during 1979-80.

GROUP SIZE:

Regional teams (40 persons maximum)

TIME:

2-1/2 to 3 hours

MATERIALS:

1. Workshop Planning Form (for each participant and regional team)
2. Prioritizing Form
3. Newsprint, magic markers, masking tape (for each regional team)

PHYSICAL ARRANGEMENTS:

1. Participants are divided into work groups of ten people.
2. Round tables or a comfortable floor is used for working space for each group.
3. There should be ample working space between groups so that one group discussion does not interfere with another.

PROCESS:

1. Workshop leaders explain the goals of this part of the Community Council Workshop briefly with emphasis on the importance of improving the leadership skills of community council members. Workshop leaders explain that today's activities will involve first an identification of problems, issues and concerns appropriate for a back home council workshop, establishing goals and expected outcomes for the workshop and finally the production of an action plan to achieve the goals by each regional team for 1979-80. (5 minutes)
2. Workshop leaders then divide the large group into regional teams of ten people per group. Workshop leaders distribute two sheets of newsprint and a magic marker to each of the groups.
3. The following instructions are given to regional teams:

   "Each regional team must plan one 2-1/2 hour leadership workshop for council members "back home." For the next 15 minutes your team is to 'brainstorm' ideas for a 'back home' 2-1/2 hour workshop for community council members. Develop a long list with as many ideas as possible. Have someone record the ideas on the newsprint. After 15 minutes you will receive your next task." (15 minutes)

4. Instruct regional teams to use priority form to rank the list of ideas for a "back home" workshop. Each team will report the three top ranked ideas to the total group. (15 minutes)
5. Reconvene the regional teams into one large group. Allow a representative from each team to present the three highest-ranked ideas for "back home" workshops (two minutes per team). Each team will select one idea for a "back home" workshop and develop an action plan implementing the workshop. (10 minutes)
6. Convene regional teams and distribute "Workshop Planning Form." The tasks here are: a) identify "back home" workshop goals and expected outcomes, b) describe specific action plans to achieve the stated goals. These two items will be "published" on the Workshop Planning Form and turned in to workshop leaders. Each team should, of course, produce its own copy of the report form that it submits. (60-90 minutes)
7. Depending upon workshop leader's sense of the groups, have the regional teams present their "back home" workshop plans to at least one other regional team. If this can be conducted in an atmosphere of mutual trust and respect, such a sharing session could heighten the level of commitment to actions as well as sharpen the quality of action plans. (20-30 minutes)

8. (Optional) Round 2. Instruct regional teams to use their second highest-ranked idea as the basis for planning a 1-1/2 hour (i.e., the length of an average council meeting) "back home" workshop for council members.

WORKSHOP PLANNING FORM

REGIONAL TEAM: ____________________

Workshop Title: ____________________

A. GOALS:

B. EXPECTED OUTCOMES:

C. ACTION PLANS. Outline below the tentative action plan of your regional team for implementing the goals identified above.

Planned Actions to Achieve Goals

1. Workshop Planning

Time of Meeting: Beginning: ________
Ending: ________

Tentative Date: ____________

Tentative Site: ____________________

Participants:

Who: ____________(parents, students, teachers, etc.)
Number: ________
Recruitment: ________

Workshop Content: (ideas for activities)

Supplies, Materials, Equipment: ____________________
(name tags, pens, pencils,
newsprint, overhead projector) ____________________

____

Workshop Staff: ____________________

Workshop Director: ____________________

Consultant(s): ____________________

Evaluation: ____________________

Refreshments: ____________________
(What and Who is Responsible)

Costs:

Name Tags	________	Newsprint	________
Felt Pens	________	Consultant(s)	________
Pencils	________	Coffee, tea, juice, donuts	________

Plans for Early Arrivals:

Plans for Follow Through:

2. Recommended Workshop Schedule

Time Estimate	Activities and Methods	Person(s) Responsible	Supplies Equipment
	1. Registration (name tags, early arrival activities		
	2. Introduction (goals and plan for today)		
	3. Ice breaker		
	4. Program Activities (with breaks)		
	5. Summary and Evaluation		

PLANNING SHEET #2

THE MEETING DESIGN: TIMING, FLOW, ASSIGNMENTS, ARRANGEMENTS

Desired Outcomes or Goals:

Time Estimate	Activities, Methods, Groupings	Who Responsible	Arrangements of space, equipment, materials
1. Pre-Meeting and Start-up of the Meeting			
2. Flow of Session after Start-up Activities			
	(Continue on additional sheets as needed)		

3. Follow-up Actions: Who? Will Do What? When? Where?

(e.g., often a directory of names, addresses, telephone numbers of participants is very important at this point, and getting any follow-up dates recorded in everyone's calendar)

4. Clean-up and Other Immediate Commitments

(e.g., what has to be returned, thank-you calls made, bills paid, etc.)

WORKSHOP PLANNING FORM

REGIONAL TEAM: Region #3

Workshop Title: Developing Problem-Solving Skills

A. GOALS:

This workshop is designed to teach participants a problem-solving procedure and provide opportunities for practicing the procedure.

B. EXPECTED OUTCOMES:

1. Participants will be able to identify three skills important to an effective council member.
2. Participants will be able to identify at least three problems common to all councils.
3. Participants will be able to list in sequence the 5-steps of a problem-solving procedure and apply the procedure to a problem situation.

Planned Actions to Achieve Goals

1. Workshop Planning

Time of Meeting: Beginning: 5:00 p.m.
Ending: 7:30 p.m.

Tentative Date: October 1, 1979

Tentative Site: Region Office

Participants:

Who: Council Members (parents, students, teachers, etc.)
Number: 20
Recruitment: Announcement at monthly council meetings

Workshop Content: (ideas for activities)

-- 5-Step Problem-Solving Procedure
-- Get Acquainted Exercise

Supplies, Materials, Equipment: (name tags, pens, pencils, newsprint, overhead projector) Name tags, magic markers
Newsprint, overhead projector,
transparencies

Workshop Staff: 3 council members

Workshop Director: Chris Bush

Consultant(s): None

Evaluation: Instrument from Professional Growth Center

Refreshments: Coffee and home-made cookies
(What and Who is Responsible)

Costs:

Name Tags	0	Newsprint	0
Felt Pens	0	Consultant(s)	0
Pencils	0	Coffee, tea, juice, donuts	donation

Plans for Early Arrivals:

Provide early arrivals with agenda and workshop materials

Plans for Follow Through:

Use data from evaluation instrument to plan future workshops

2. Recommended Workshop Schedule

Time Estimate	Activities and Methods	Person(s) Responsible	Supplies Equipment
	1. Registration (name tags, early arrival activities)		
	2. Introduction (goals and plan for today)		
	3. Ice breaker		
	4. Program Activities (with breaks)		
	5. Summary and Evaluation		

WORKSHOP PLANNING SHEET #1

TIMING, FLOW AND MATERIALS

Time Estimate	Activities, Methods, Groupings	Who Responsible	Materials
1. Pre-Meeting and Start-up Workshop			
4:45 to 5:00 (15 min.)	Pre-work, 15 minutes meeting of workshop staff to review plans and responsibilities - Check on room arrangement - Check on coffee and tea setup - Make sure materials and equipment are there and working - Directional signs to meeting place	Workshop Staff	Name Tags Overhead Projector Transparencies Refreshments
5:00 to 5:15 (15 min.)	Registration - Have name tags ready for people - Meet early and on-time commers personally - Direct early comers to display tables - Provide early and on-time comers with agenda and workshop materials	Workshop Staff	Workshop Agenda Notebooks
2. Flow of Session after Start-up Activities			
5:15 (10 min.)	Explain workshop subject and tasks to be performed Present workshop staff and/or consultant(s)	Workshop Staff	Overhead Projector Transparencies
5:25 (45 min.)	Use the "Limerick Exercise" as an ice breaker When groups have been formed, ask groups to: 1. Identify important skills for council members 2. Identify problems common to all councils	Participants	Newsprint Magic Markers Masking Tape
6:10 (10 min.)	Break		

Time Estimate	Activities, Methods, Groupings	Who Responsible	Materials
6:20 (1 hr.)	Explain and demonstrate 5-step problem-solving procedure	Workshop Leaders	Problem-Solving Procedure Overhead Projector
	Each group will take a problem identified during the ice breaker exercise and use the 5-step procedure	Participants	
7:20 (10 min.)	Distribute evaluation forms and express hope that the workshop has been of value.	Participants	Evaluation instrument
7:30	Closing		

3. Follow-up Action : Who? Will Do What? When? Where?

- Make arrangements for feedback from workshop evaluation forms
- Thank you and payment to consultant
-

4. Clean-up and Other Immediate Commitments

(e.g., what has to be returned, thank-you calls made, bills paid, etc.)

A CHECKLIST FOR PLANNING MEETINGS

It is so easy to forget some crucial items in the planning of meetings--some materials you wanted to be sure to have available, the telephone call to the custodian, the name tags, extra minutes of the last meeting, and many others. We have found it indispensible, and very embarrassment-preventing to have a checklist to review and check off as part of the process of planning and leading meetings. The one on the following pages should be a good starter; one to add to because all meetings, of course, are different--all items are not relevant for every meeting. But in our experience the main headings and most of the items are quite universal.

The checklist is organized under:

1. Publicity - Promotion - Notifying
2. Agenda and Resource Materials
3. Responsibilities at the Meeting
4. Space Check-out
5. Equipment for the Meeting
6. Materials for the Meeting
7. Budget
8. At the meeting
9. After the meeting

This checklist complements our three planning sheets.

CHECKLIST

1. PUBLICITY/PROMOTION/NOTIFYING	Who Responsible	By When
_____ notices--to whom		
_____ letters of invitation		
_____ direction to meeting place		
_____ phone calls		
_____ news releases		
_____ contact with the media		
_____ copies of speeches		
_____ copies of meeting plan		
_____ pictures/photographs		
_____ bulletin boards		
_____ personal contacts		
_____ other		

2. AGENDA AND RESOURCE MATERIALS		
_____ copies of agenda		
_____ contact people on the agenda		
_____ materials needed (e.g., reprints)		
_____ previous minutes		
_____ committee reports		
_____ previous agreement and time commitments		
_____ other		

3. RESPONSIBILITIES BEFORE THE MEETING	Who Responsible	By When
_____ leadership assignments	____________	______
_____ documentation or recording assignments	____________	______
_____ resource persons?	____________	______
_____ observers?	____________	______
_____ "hosting" roles	____________	______
_____ making reports	____________	______
_____ trying out equipment	____________	______
_____ test whether charts, posters are readable	____________	______
_____ test electrical outlets	____________	______
_____ preview films for timing & content	____________	______

4. SPACE CHECKOUT

_____ size and shape of space
_____ electrical outlets
_____ mike outlets
_____ acoustics
_____ doors
_____ bathrooms (where, no. can accommodate)
_____ stairs
_____ elevators
_____ heat/cold regulation
_____ ventilation
_____ parking facilities: number & access
_____ registration fees
_____ location
_____ transportation, access to facility
_____ room set up arrangements

_____ access to meeting room(s)
_____ lighting
_____ name of custodian/engineer, where to be reached
_____ telephone access for messages and calling out
_____ exhibit space
_____ wall space for newsprints, etc.
_____ emotional impact (color, aesthetics)
_____ others
_____
_____
_____

5. EQUIPMENT FOR MEETING

_____ tables (number, size, shape)
_____ chairs (comfort, number)
_____ microphones
_____ audio tape recorder
_____ audio tape cassettes
_____ video tape recorder
_____ video tape cassettes
_____ extension cords
_____ overhead projector
_____ newsprint easel (chart stand)

_____ film projector
_____ chalkboard - chalk
_____ typewriters
_____ wastebaskets
_____ bulletin boards
_____ pillows
_____ chalkboard eraser
_____ projection table(s)
_____ flannelboard
_____ easel

_____ slide projector
_____ screen
_____ platform
_____ record player
_____ records
_____ gavel
_____ coffee, tea dispensers
_____ water pitchers
_____ cups
_____ camera
_____ film
_____ transparencies &
appropriate pens &
grease pencils
_____ extension cords
_____ ditto machine or other
duplication equipment

_____ others
_____
_____
_____
_____
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_____
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_____
_____

6. MATERIALS AND SUPPLIES FOR THE MEETING

_____ name tags, tents
_____ small tip felt pins
_____ large tip felt pins
_____ masking tape
_____ paper clips
_____ crayons
_____ pins
_____ scissors
_____ stapler
_____ glue
_____ newsprint paper
_____ scratch paper
_____ pencils
_____ dittopaper and ditto
masters
_____ fluid for ditto masters
_____ self carbon paper
_____ reprints of articles
_____ copies of previous minutes
_____ copies of reports
_____ books
_____ visual aids
_____ puppets
_____ colored paper

_____ pamphlets
_____ display materials
_____ flowers or flower arrangements
_____ decorations
_____ posters
_____ instruction sheets
_____ resume of resource people
_____ directional signs (to meeting)
_____ chalk (various colors)
_____ file folders
_____ others
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

7. BUDGET*

Costs		Estimated Cost
	mailing and stamps	
	telephone calls	
	telephone conferences	
	rental of equipment	
	rental of space	
	paper materials	
	name tags	
	newsprint	
	paper	
	construction paper	
	writing materials	
	pens	
	crayons	
	special pens for overhead	
	grease pencils	
	secretarial time	
	transportation	
	meals	
	bar	
	coffee, tea, juice	
	reproduction of materials	
	folders	
	tapes	
	operator of projection equipment	
	operator of P.A. equipment	
	speaker fees	
	consultant fees	
	entertainment	
	flowers	
	film reproduction	
	tape reproduction	
	others	

*Some of these will not be budget cost items for some planners.

8. AT THE MEETING

Who Responsible

_____ meeting, greeting, seating of participants and guests _____
_____ documentation--recording _____
_____ greeting of late comers _____
_____ evaluation activity _____
_____ handing out materials _____
_____ operation of equipment _____
_____ process review, stop sessions, etc. _____
_____ announcements _____
_____ others _____
_____ _____

9. END OF MEETING--AND AFTER

_____ collect unused materials _____
_____ return equipment _____
_____ clean up _____
_____ thank helpers _____
_____ read and analyze evaluation/feedback _____
_____ mail follow-up materials _____
_____ remind people of their follow-up commitments--phone _____
write _____ _____
_____ lay plans for next meeting; dates _____
_____ pay bills _____
_____ collect outstanding monies _____
_____ others _____
_____ _____
_____ _____

A few ideas about the use of this checklist

For your particular kinds of meetings you may want to create an abbreviated checklist. We suggest you reproduce whatever form is appropriate for you, making enough copies so that you and your co-workers can use one for each planning activity.

Then you will also have it available to hand to volunteers and other associates to whom you care to give help and support in their planning and leading of meetings.

From Taking Your Meetings Out of the Doldrums by Eva Schindler-Rainman and Ronald Lippitt

WORKSHOP EVALUATION AND CLOSING

GOALS:

1. To generate information for improving the effectiveness of the Community Council Training Program.
2. To formally shut down the Community Council Training Program.

GROUP SIZE:

Total Group

TIME:

Fifteen minutes

MATERIALS:

Workshop Evaluation Form

PROCESS:

1. Workshop leaders distribute the evaluation form and indicate the purpose of the form is to provide data that will help make the council training program more productive and satisfying for participants.
2. Express appreciation for effort, etc., etc.
3. Express hope that the training program has been of value.
4. Wish them every success in their efforts to improve the community councils in their respective regions.
5. Declare training program completed.

ASSESSMENT INSTRUMENTS

FOR

MODULE V AND FIVE-DAY WORKSHOP

EVALUATION INSTRUMENT

DIRECTIONS: Circle your answer.

1. Did the activities help you recognize ways in which you could improve as a council member?

   YES NO

   If you circled no, explain why that may be so.

2. Did the activities improve your skills as a council member?

   YES NO

   If you circled no, explain why that may be so.

3. Which activity(ies) have been most helpful to you?

   List name/number of activity(ies):

   Explain why the activity(ies) have been helpful to you.

4. Which activity(ies) did you enjoy most?

5. How satisfied were you with today's activities?

   Rate your level of satisfaction by circling one number below:

   Very Satisfied . . 1 2 3 4 5 . . Very Dissatisfied

   Explain your reasons for circling the number you did.

EVALUATION INSTRUMENT

Please give your overall rating for the week.

	Low			High
	1	2	3	4
1. Refreshments	____	____	____	____
2. Meeting Room	____	____	____	____
3. Notebook Materials	____	____	____	____
4. Activities Used (Puzzle, problem-solving, etc.)	____	____	____	____
5. Time of Day	____	____	____	____
6. Length of Each Session	____	____	____	____
7. Number of Sessions	____	____	____	____
8. Workshop Directors (Barnwell, Hall)	____	____	____	____
9. Consultants (Bell, Collins, parliamentarians)	____	____	____	____
10. ______________________ ______________________	____	____	____	____
11. ______________________ ______________________	____	____	____	____
12. ______________________ ______________________	____	____	____	____

Do you feel you are ready to plan and conduct at least one workshop for your council?

____ Yes ____ No ____ Uncertain

Please write your recommendations for improving these workshops on the back of this page.

TRANSPARENCIES
FOR
MODULE V

MODULE 5 PERFORMANCE OBJECTIVES

UPON COMPLETION OF THE MODULE YOU SHOULD BE ABLE TO:

1. GENERATE A LIST OF CURRENT, REAL AND APPROPRIATE TOPICS FOR A "BACK HOME" LEADERSHIP WORKSHOP. DESIGN A RELATED WORKSHOP WHICH INCLUDES THE PURPOSE, MATERIALS, PROCEDURES, AND RESOURCES.

2. DETERMINE DELIVERY RESPONSIBILITY FOR IMPLEMENTING THE LEADERSHIP WORKSHOP.

PLANNING "BACK HOME" LEADERSHIP WORKSHOPS

GOALS:

1. TO BROADEN PARTICIPANT UNDERSTANDINGS REGARDING FACTORS WHICH CONTRIBUTE TO SUCCESSFUL LEADERSHIP WORKSHOPS.

2. TO DEVELOP--AS A REGIONAL TEAM--PLANS FOR A "LEADERSHIP WORKSHOP" THAT THE REGIONAL TEAM IS WILLING TO CARRY THROUGH DURING 1979-80.

RESOURCES AND REFERENCE MATERIALS

THE DRAWBRIDGE EXERCISE

(Please read the story, then follow the instructions at the top of the next page.)

As he left for a visit to his outlying districts, the jealous Baron warned his pretty wife: "Do not leave the castle while I am gone, or I will punish you severely when I return!"

But as the hours passed, the young Baroness grew lonely, and despite her husband's warning, decided to visit her lover who lived in the countryside nearby.

The castle was located on an island in a wide, fast-flowing river with a drawbridge linking the island and the land at the narrowest point in the river.

"Surely my husband will not return before dawn," she thought and ordered her servants to lower the drawbridge and leave it down until she returned.

After spending several pleasant hours with her lover, the Baroness returned to the drawbridge, only to find it blocked by a madman wildly waving a long and cruel knife.

"Do not attempt to cross this bridge, Baroness, or I will kill you," he raved.

Fearing for her life, the Baroness returned to her lover and asked him to help.

"Our relationship is only a romantic one," he said, "I will not help."

The Baroness then sought out a boatman on the river, explained her plight to him, and asked him to take her across the river in his boat.

"I will do it, but only if you can pay my fee of five Marks."

"But I have no money with me!" the Baroness protested.

"That is too bad. No money, no ride," the boatman said flatly.

Her fear growing, the Baroness ran crying to the home of a friend and after again explaining the situation begged for enough money to pay the boatman his fee.

"If you had not disobeyed your husband, this would not have happened," the friend said. "I will give you no money."

With dawn approaching and her last resource exhausted, the Baroness returned to the bridge in desperation, attempted to cross to the castle, and was slain by the madman.

DIRECTIONS: In the previous story, there are six characters. They are (in alphabetical order):

The Baron ____

The Baroness ____

The Boatman ____

The Friend ____

The Lover ____

The Madman ____

Using the list above, rank the characters (from 1 to 6) in the order of their responsibility for the death of the Baroness.

Now, work with the other members of your group and decide on a group rank order for the six characters.

The Drawbridge Exercise is a simulation designed to illustrate the importance and effect of personal value systems in interpersonal relationships and decision making. Please discuss the questions below in your group.

How did you see personal value systems affecting group communication and decision making?

What methods were used to influence minority opinions?

This exercise often generates strong feelings, both positive and negative. What feelings did you see yourself and other members of your group displaying?

What implications does this exercise have for your behavior in your professional role?

WORKSHOP PLANNING FORM

REGIONAL TEAM: Region #3

Workshop Title: Developing Problem-Solving Skills

A. GOALS:

This workshop is designed to teach participants a problem-solving procedure and provide opportunities for practicing the procedure.

B. EXPECTED OUTCOMES:

1. Participants will be able to identify three skills important to an effective council member.
2. Participants will be able to identify at least three problems common to all councils.
3. Participants will be able to list in sequence the 5-steps of a problem-solving procedure and apply the procedure to a problem situation.

Planned Actions to Achieve Goals

1. Workshop Planning

Time of Meeting: Beginning: 5:00 p.m.
Ending: 7:30 p.m.

Tentative Date: October 1, 1979

Tentative Site: Region Office

Participants:

Who: Council Members (parents, students, teachers, etc.)
Number: 20
Recruitment: Announcement at monthly council meetings

Workshop Content: (ideas for activities)

-- 5-Step Problem-Solving Procedure
-- Get Acquainted Exercise

Supplies, Materials, Equipment: (name tags, pens, pencils, newsprint, overhead projector) Name tags, magic markers
Newsprint, overhead projector,
transparencies

Workshop Staff: 3 council members

Workshop Director: Chris Bush

Consultant(s): None

Evaluation: Instrument from Professional Growth Center

Refreshments: Coffee and home-made cookies
(What and Who is Responsible)

Costs:

Name Tags	0	Newsprint	0
Felt Pens	0	Consultant(s)	0
Pencils	0	Coffee, tea, juice, donuts	donation

Plans for Early Arrivals:

Provide early arrivals with agenda and workshop materials

Plans for Follow Through:

Use data from evaluation instrument to plan future workshops

2. Recommended Workshop Schedule

Time Estimate	Activities and Methods	Person(s) Responsible	Supplies Equipment
	1. Registration (name tags, early arrival activities)		
	2. Introduction (goals and plan for today)		
	3. Ice breaker		
	4. Program Activities (with breaks)		
	5. Summary and Evaluation		

WORKSHOP PLANNING SHEET #1

TIMING, FLOW AND MATERIALS

Time Estimate	Activities, Methods, Groupings	Who Responsible	Materials
1. Pre-Meeting and Start-up Workshop			
4:45 to 5:00 (15 min.)	Pre-work, 15 minutes meeting of workshop staff to review plans and responsibilities - Check on room arrangement - Check on coffee and tea setup - Make sure materials and equipment are there and working - Directional signs to meeting place	Workshop Staff	Name Tags Overhead Projector Transparencies Refreshments
5:00 to 5:15 (15 min.)	Registration - Have name tags ready for people - Meet early and on-time commers personally - Direct early comers to display tables - Provide early and on-time comers with agenda and workshop materials	Workshop Staff	Workshop Agenda Notebooks
2. Flow of Session after Start-up Activities			
5:15 (10 min.)	Explain workshop subject and tasks to be performed Present workshop staff and/or consultant(s)	Workshop Staff	Overhead Projector Transparencies
5:25 (45 min.)	Use the "Limerick Exercise" as an ice breaker When groups have been formed, ask groups to: 1. Identify important skills for council members 2. Identify problems common to all councils	Participants	Newsprint Magic Markers Masking Tape
6:10 (10 min.)	Break		

Time Estimate	Activities, Methods, Groupings	Who Responsible	Materials
6:20 (1 hr.)	Explain and demonstrate 5-step problem-solving procedure	Workshop Leaders	Problem-Solving Procedure Overhead Projector
	Each group will take a problem identified during the ice breaker exercise and use the 5-step procedure	Participants	
7:20 (10 min.)	Distribute evaluation forms and express hope that the workshop has been of value.	Participants	Evaluation instrument
7:30	Closing		

3. Follow-up Actions: Who? Will Do What? When? Where?

- Make arrangements for feedback from workshop evaluation form.
- Thank you and payment to consultant
-

4. Clean-up and Other Immediate Commitments

(e.g., what has to be returned, thank-you calls made, bills paid, etc.)

WORKSHOP PLAN

I. Major Goal of the Workshops: To re-examine council's goals.

II. Workshop Objectives:

   A. Identify practices that are helping us reach the goal.

   B. Identify practices that are preventing us from reaching the goal and that should be stopped.

   C. Identify creative new practices that can move us toward goal attainment.

III. Workshop Schedule

Each workshop will meet from 5:00 to 7:30.

IV. Recommended Workshop Process

   A. Introductions of all present.

   B. Explanation of workshop subject and the tasks to be performed.

   C. Presentation by the Resource Panel.

   D. General discussion.

   E. Formulation of recommendations.

V. Duties and Responsibilities of Workshop Personnel

   A. Coordinator

      1. Organize a resource panel. Submit names and title to the School-Community Relations Office by ____________.

      2. Be familiar with the complete goal description.

      3. Preside at the workshop.

   B. Hosts/Hostesses (To be assigned by the hospitality committee)

      1. Greet participants and get them seated.

      2. Make sure the sign-in sheets bear the correct titles and times. (Different sign-in sheets are to be used for each session.)

3. See that participants sign-in and that sheets are given to the recorder at the close of the session.

4. Assist the coordinator as needed.

C. Resource Panel (To be organized by the coordinator)

1. Suggested Members:

    Region Board Member

    Administrator

    Teacher

    Council Member (Parent)

    Student

    Paraprofessional

    Other

2. Responsibilities

    a. Read critically the complete goal description prior to the Workshop.

    b. Limit comments to 3 minutes each.

    c. Participate in the discussion.

D. Recorder

1. Record official recommendations of the workshop as developed.

2. Read recommendations agreed upon to the workshop for approval before submitting.

3. Transfer recommendations to Recorder's Report Form.

4. Submit the complete Recorder's Report Packet to the person designated. Be sure sign-in sheets are included.

TRUE OR FALSE QUIZ

"HOW TO CONDUCT A MEETING"

Place the letter "T" before all statements which are true. Place the letter "F" in front of all statements which are false.

1. _____ Every good meeting should have an agenda so that everyone present can keep up with what is taking place.

2. _____ In a meeting, you should not make a comment unless recognized by the chairperson.

3. _____ Only the chairperson is responsible for running an orderly meeting.

4. _____ Parliamentary procedures are rules which have been followed for several hundred years by the United States Congress as well as other large and small clubs and organizations.

5. _____ Parliamentary procedure is used to help individuals take action as a group.

6. _____ Robert's Rules of Order is a book which contains the parliamentary procedures or rules most organizations use.

7. _____ An organization cannot make any rules which are different from Robert's rules.

8. _____ In a democratic organization, the majority rules.

9. _____ Majority means more than one-half of the votes.

10. _____ It is never right for an organization to make a decision by "general content." There should always be a formal vote.

11. _____ The reason why every motion should be seconded before it is discussed is to make sure that at least two people are interested in the subject of the motion.

12. _____ A person should never second a motion unless he or she agrees with it.

13. _____ When nominating persons in an election, each nomination must also have a second.

14. _____ It should not be possible to change by-laws in one meeting.

15. _____ When the chairman says, "All in favor, vote yes," everyone should vote "yes."

KEY POINTS
in the film
"The Community Council"

1. The council should represent the entire community: broad representation enables the council to be truly representative of the community it serves.

2. Wide representation usually includes:

   -- involvement of agencies
   -- involvement of school (principal and staff)
   -- involvement of local businessmen
   -- involvement of parents, non-parents, students

3. Councils may be formed by:

   -- appointment
   -- election
   -- volunteers

4. The council should adopt its own best procedures to assure proper development of the steps of its work:

   -- assess needs
   -- assess priorities
   -- gather information
   -- involve appropriate agencies
   -- take action
   -- evaluate results
   -- continuation of program development and process

5. The effective council uses various methods to conduct orderly and effective meetings:

   -- use of sub-committees and task forces
   -- implement effective group processes to share the maximum amount of information on each topic
   -- setting priorities with relationship to needs and resources

6. It is advisable for a council to deal with simple issues in its early stages and more complex and multiple issues after it develops the necessary skills.

7. Councils should develop the ability to establish ongoing relationships with other agencies and the existing power structure.

8. The role of the community school agent with the council, includes that of adviser--facilitator--consultant.

9. The council needs to determine its proper role with respect to exercise of "power," "authority" and "responsibility."

   This should be done in relation to other existing decision-making groups in the community such as the board of education and city commission.

10. It is important to continually train council members in skills necessary to conduct effective and productive meetings.

11. The council is responsible for developing positive leadership in the community and involving people in the decision-making process.

12. The council should be responsible for the expansion of a community's understanding of the social forces that operate in their community.

13. To develop a system for community school communication to promote the concept of community education.

14. A knowledge of how to identify power structures in the community.

    a. knowledge of existing formal leadership

    b. knowledge of existing informal leadership

    c. knowledge of:

       1) local school structure

       2) local community structure

       3) political base

PRIORITY INVENTORY

Directions: The following problems and concerns emerged from the brainstorming exercise. Rank order the five most important statements by placing a check mark in the appropriate box. One (1) is the highest priority and 5 is lowest.

	1	2	3	4	5	Total	Rank
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

CHAPTER III

PROJECT EVALUATION

THE PROCESS

On the basis of historical survey and interviews with school personnel and community councils, the content for a competency-based training program for school-community council members was identified. Specifically: (a) Region One's school-community councils were studied, pursuing records of the past eight years, (b) interviews were conducted with the following personnel--superintendents, principals, community leaders, community council members, and (c) library research was carried on to relate practice to theory.

The competencies identified by school personnel and council members as important to the effectiveness of a council member were:

identifying skills for an effective council member
problem solving
evaluation procedure
establishing short- and long-range goals
identifying new program ideas
prioritizing tasks
communication skills
parliamentary procedure
conducting council meetings
planning workshops

A list of 30 behavioral objectives was developed by the Instructional Designer and Project Director to cover these topics. The objectives were stated in terms of an observable performance, the standards and conditions having been specified. Learning activities were selected by the Project Director and Professional Development Specialist for these objectives. Gaming simulations, meetings, lectures, and group sessions were among the teaching strategies utilized.

Test items were developed relating directly to the objectives and testing the performance specified. Since the test items were developed specifically for the project, they are in the validation stage.

Feedback has shown that items dealing with the contest of the activities were completed correctly by over 90% of the participants. Yet similar items, dealing with the same content, which were lengthy and required subtle word discriminations, were completed correctly only by just above 50% of the participants. This indicates difficulties in language comprehension and/or subtle discrimination. The latter kind of items should be eliminated in future testing of the same population, since they seem to discriminate between language comprehension rather than council member skills.

Also, a rating scale using negatives should be revised since ambiguities occurred.

The goal, objectives, learning activities, test items, and program evaluation were reproduced in a "Handbook for Community Council Training Program." A copy was available to each participating community council member.

The workshops were attended by 30 identified potential trainers. The potential trainers were selected from Regions One, Five, and Eight, reflecting a distribution of geographical factors. Conducted at Wayne State University in a spacious hall, they were managed by the Project Director, Professional Development Specialist, and visiting consultants.

The activities were interactive. Council members drew on field experience, incorporated field experience into activities, and received feedback from other members as well as from the project managers. When such interaction was lacking, as in one "parliamentary procedure training session," a number of participants expressed dissatisfaction. Council members, in addition to skills, placed value on interaction and communication.

FEEDBACK

Council members identified as potential trainers, who participated in the workshop, responded on evaluation forms and test instruments. Designed to obtain feedback in the affective, as well as cognitive domain, on the workshop sessions, the following results were obtained.

All except one session were rated highly by participants in terms of learning skills, behavior, and content. They were considered interesting, enjoyable, and helpful. Both content, opportunity to interact, and instant feedback contributed to that appraisal. An exception was the parliamentary session. Field experience of the participants was not incorporated in that session.

In the cognitive domain all items except two were answered correctly by above 75% of the participants. The two items which only 50% answered correctly seem to deal with language comprehension and should be rewritten before an assessment is made as to their value in testing the material.

Pre-test/post-test results showed that items not attempted on the pre-test were completed on the post-test, indicating a change of behavior, that is learning.

A cumulative evaluation by participants of the total training program and a breakdown of days of testing in the cognitive domain, as well as evaluations in the affective domain, follow.

AFFECTIVE DOMAIN

CUMULATIVE EVALUATION

Twenty participants rated all aspects of the workshop highly; six participants rated all aspects except the consultants-parliamentarians highly; four participants rated all aspects except the refreshments highly.

Twenty-six felt capable of conducting a council workshop in the field with three uncertain.

All 29 participants felt the activities improved their skills as council members and aided in identifying ways to improve their functioning as council members.

Of the 17 comments, 15 were positive and two referred negatively to one session, both referring to the same session.

BREAKDOWN OF SESSIONS

DAY 1

Cognitive Domain

All 28 participants except one identified the sequence of a problem-solving procedure correctly at the end of the session--90%.

However, naming numerous procedures for various steps was performed correctly by half of the participants. Difficulties in language comprehension seem indicated, and the item should be revised--50%.

Affective Domain

All 28 council members attending expressed the opinion that the activities helped to improve their functioning as council members. All felt their skills as council members were improved except one who wished to test them in practice before expressing an opinion.

Over 50% considered the problem-solving steps as the most helpful learning activity of the day; 30% emphasized the additional skills of working in groups, reaching consensus as well as sharing problems encountered in the field (i.e., in regions) as helpful, while five felt that all of the first day's activities were equally helpful.

Twenty-three (23) felt highly satisfied with the day's activities, while three rated low satisfaction.

One council member circled "very dissatisfied" with the comment "the activities were very rewarding and knowlegeable," indicating the need for revision of that test item by deleting negatives.

Overall, the workshop was rated high in learning, interest and enjoyment.

DAY 2

Cognitive Domain

Twenty-five (25) council members (over 80%) generated three creative ideas each for improving council participation, while over 50% ranked a three-step evaluation process correctly.

Affective Domain

Twenty-seven (27) felt the activities aided them in identifying ways of improving as council members, and 25 felt the activities improved their skills.

Twenty (20) ranked the day's activities high in satisfaction, six were satisfied, with none being dissatisfied.

Eleven (11) identified the interview as the most helpful activity in their council work, ten the generating of creative ideas, and five rated all the day's activities as equally useful.

Seven (7) considered the generating of creative ideas and the interview as the most enjoyable activities.

Five (5) rated the ice breaker and three the community response to the interview as being enjoyed the most.

DAY 3

Cognitive Domain

Twenty-eight (28) identified killer phrases correctly; two no answer--90%.

Twenty-nine (29) identified several communication methods of informing an elected official correctly; one identified one method--90%.

Effectiveness in communicating with an elected official: 18 identified all effective behaviors correctly; ten had one item incorrect; two more than one item incorrect.

Affective Domain

Twenty-nine (29) out of 30 felt the activities improved their skills as council members and aided in identifying ways of improving their functioning as council members.

Twenty-nine (29) ranked the day's activities high in satisfaction; four low in satisfaction, with none dissatisfied.

The activities rated as most helpful were:

11 - a talk by legislator B. R. Collins
10 - identifying killer phrases
4 - establishing community purpose
3 - ice breaker

Most enjoyable activities were:

8 - talk by legislator
6 - identifying killer phrases
6 - ice breaker

DAY 4

Cognitive Domain

Items on parliamentary procedure were identified correctly by 26 participants; four had one item incorrect--80%.

Thirty-one (31) participants sequenced order of business in minutes correctly--100%.

Twenty-five (25) identified correct voting procedure; six had one item incorrect--80%.

Affective Domain

Nineteen (19) felt the activities aided them in identifying ways to improve as council members, whereas seven felt the activities did not aid them in that respect.

Twenty (20) felt the activities improved their skills, while eight felt their skills were not improved.

Thirteen (13) identified parliamentary procedure as the most helpful activity of the day.

Twenty-four (24) did not enjoy any activity the most.

Seven (7) rated their satisfaction as high; eight satisfied; three dissatisfied, with eight very dissatisfied.

Clearly that day's activities were not enjoyed and ranked low in satisfaction in comparison to other days.

DAY 5

Affective Domain

Thirty (30) felt the activities aided them in identifying ways of improving as council members and improved their skills to function as council members.

Twenty-nine (29) rated their satisfaction of the day's activities as high, one as satisfied, with none dissatisfied.

Twenty-three (23) listed planning a workshop as the most helpful activity; three listed all activities as very helpful.

Eleven (11) enjoyed the workshop planning the most with seven stating all activities were enjoyed equally.

APPENDIX A

COVER LETTER AND COMPETENCY ASSESSMENT INSTRUMENT

WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION
DETROIT, MICHIGAN 48202

DIVISION OF EDUCATIONAL LEADERSHIP

November 15, 1978

Dear Colleague:

The Division of Educational Leadership at Wayne State University in cooperation with the U.S. Office of Education is currently in the process of designing a competency-based training program for school community council members. This training program will be based on specific competencies or skills that are identified as being essential to the performance of a council member.

We have selected a number of school regions to assist us in determining the skills and competencies a person should possess to function effectively as a community council member. We are asking selected educators and council members within these regions to complete the enclosed questionnaire designed to elicit responses about the competencies a council member should possess. The data acquired from the questionnaires will be analyzed to determine a ranking of importance of the competencies. These results will serve as a basis for structuring experiences to be included in the training program.

The project staff is most eager to obtain your views in terms of how a council member might function in your particular region. Instructions for completing the questionnaire are printed on the first page and should be read carefully before responding to the items.

We appreciate your willingness to complete the questionnaire and hope it will be possible for you to return it to us within a week in the envelope provided. Individual respondents will not be identified by name.

Thank you very much for your cooperation.

Sincerely,

Burnis Hall

Burnis Hall, Ed.D.
Associate Professor
and Project Coordinator

TABLE II

COMPETENCY-BASED TRAINING PROGRAM FOR COMMUNITY COUNCILS

Needs Assessment

INSTRUCTION: Rank each competency according to its importance in carrying out the role of a community council member. Consider your region as the setting in which this person would be serving. Mark your ranking of the importance of each item according to the following criteria:

VI - Very Important
MI - Moderately Important
SI - Slightly Important
SU - Somewhat Unimportant
DU - Definitely Unimportant

A COMMUNITY COUNCIL MEMBER SHOULD BE CAPABLE OF . . . **Circle One**

1. Understanding the Regions' council philosophy, structure and processes (e.g., What is a community council? Purpose, responsibilities and powers of councils. Appeal procedures, etc.) VI MI SI SU DU
2. Developing and using criteria for selecting council chairpersons VI MI SI SU DU
3. Functioning as a chairperson VI MI SI SU DU
4. Assisting council members in working together and helping them understand that in unity there is strength VI MI SI SU DU
5. Assessing his own commitment, knowledge and skills as a community council member (i.e., self-appraisal) VI MI SI SU DU
6. Making oral reports of council and committee actions VI MI SI SU DU
7. Conducting and participating in council meetings VI MI SI SU DU
8. Using decision-making and problem-solving techniques for improving council effectiveness VI MI SI SU DU
9. Explaining the structure of the region (job responsibilities, lines of authority, power structure, lines of communication) VI MI SI SU DU
10. Understanding the grade structure and organization of a school VI MI SI SU DU

Marking Key: VI - Very Important
MI - Moderately Important
SI - Slightly Important
SU - Somewhat Unimportant
DU - Definitely Unimportant

A COMMUNITY COUNCIL MEMBER SHOULD BE CAPABLE OF . . . Circle One

11. Analyzing, critically, the school's philosophy, operations, and sources of funding VI MI SI SU DU

12. Assisting the council in improving its relationship with the region staff, region board and central board of education VI MI SI SU DU

13. Helping parents and community people communicate and work with the school staff VI MI SI SU DU

14. Identifying school policies which should be changed to allow greater parent participation in school decision-making VI MI SI SU DU

15. Developing procedures and strategies for increasing community interest and participation in council activities VI MI SI SU DU

16. Evaluating the effectiveness of council interaction with local school and region staff VI MI SI SU DU

17. Serving as an advisor to administrators regarding curriculum needs and changes VI MI SI SU DU

18. Evaluating and selecting instructional materials VI MI SI SU DU

19. Supporting school programs VI MI SI SU DU

20. Developing a plan of action for evaluating school programs VI MI SI SU DU

21. Identifying problems, selecting the best possible solutions and evaluating the results VI MI SI SU DU

22. Identifying and concentrating on issues and policies rather than personalities VI MI SI SU DU

23. Solving specific problems such as student safety and fighting VI MI SI SU DU

24. Communicating with state department personnel (legislators, state bd.) regarding the local school program (e.g., decentralization) VI MI SI SU DU

Marking Key: VI - Very Important
MI - Moderately Important
SI - Slightly Important
SU - Somewhat Unimportant
DU - Definitely Unimportant

A COMMUNITY COUNCIL MEMBER SHOULD BE CAPABLE OF . . . Circle One

25. Understanding and using rumor control techniques VI MI SI SU DU

26. Electing representatives to a planning group and then going through the planning process VI MI SI SU DU

27. Developing a plan of action to evaluate the performance of teachers and principals VI MI SI SU DU

28. Participating in the selection of teachers and principals, consistent with contractual agreements VI MI SI SU DU

29. Communicating effectively the need for funding of council-related projects VI MI SI SU DU

30. Interpreting information about federal and state funded projects VI MI SI SU DU

31. Identifying and using community leadership VI MI SI SU DU

32. Securing community understanding and involvement in determining and prioritizing student needs VI MI SI SU DU

33. Assessing council organizational patterns and functions in Region One and other regions to identify areas needing revision VI MI SI SU DU

34. Obtaining and assessing information for accuracy and completeness VI MI SI SU DU

35. Conducting fund raising activities VI MI SI SU DU